National Consultative Meet on 'Education for Life' under *'Sarva Shiksha Abhiyan'*

National Report

NCERT

**Department of Elementary Education,
National Council of Educational Research and Training,
New Delhi-16**

2002

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Programme Coordinator
Dr. Shabnam Sinha

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FOREWORD

Education plays a pivotal role in the lives of individuals by providing opportunities and experiences commensurate with their developmental stage and societal needs. The education system in general and the curriculum and its transaction in particular help children grow into self reliant and contributing citizens capable of leading a better and a higher quality of life. Extensive discussions at different fora at national and international levels have emphasised the need for providing education to children that is **relevant to life**. The Dakar Framework for Action has reiterated the need for quality Education for All based on `essential life skills'. The National Curriculum Framework for School Education - 2000 (NCFSE-2000) of the NCERT has articulated the need for providing quality education that should prepare students to face the challenges of life. For this, it would be intimately linked with different life skills. The NCFSE-2000 in its delineation of the subject areas for the different levels of school education has identified generic skills which are commensurate with subject areas at each level.

On the Indian national scene, various efforts in the elementary education sector have culminated into the launch of the *Sarva Shiksha Abhiyan (SSA)*, the national programme to achieve Universalisation of Elementary Education (UEE) by 2010. The SSA aims at providing elementary education that is useful and relevant to life. The SSA lays emphasis on all round development of personality of children and mentions that elementary education would not just be a means of imparting literacy and numeracy but would also integrate holistic physical and mental development; work-experience; and exposure to life skills related to health, nutrition, profession and the like.

'Education for Life' is a concept which is still in a nebulous stage and requires conceptual clarity and delineation of operational strategies. It was against this background that a need was felt at the national level to generate a consensus about the concept of 'Education for Life' and to identify strategies for its implementation and evolve mechanisms for preparing a plan of action for implementation. The "National Consultative Meet on Education for Life under SSA" was conceived as a collaborative programme of the Department of Elementary Education and Literacy, MHRD, Govt. of India and the Department of Elementary Education, NCERT. The meet was organised from November 27 to 29, 2003 in which eminent educationists, curriculum experts, educational planners and practioners, representatives from teachers associations and international agencies participated. Group discussions and brainstorming sessions resulted into the preparation of a National Plan of Action which contributes towards success of the meet. The outcomes of meet may help guide future endeavours in this area.

I would like to thank the coordinator, Dr. Shabnam Sinha for successfully organising the National Conference and bringing out the national report for qualitative improvement in elementary education in the country, thereby helping achieve the cherished goal of quality Elementary Education for All. Contributions of other members of the team namely, Ms. Sandhya Sangai, Dr. Usha Dutta, Dr. G.C.Upadhyay, Dr. Pushpa Mandal are duly acknowledged. Specials thanks are due to Prof. O.S. Dewal (Retd. Prof. NCERT), Prof. T.N. Dhar (Former Joint Director, NCERT), Prof. R.K. Dixit, Head DESSH and Dean (Coordination); Professor Neerja Shukla, Head DEGSN and Professor C.S. Nagaraju, Head DERPP for extending their support and guidance to enrich the quality of the output. The Department owes special gratitude towards Professor R.H. Dave, Former Director UNESCO Institute of Education, Hamburg (Germany) for his scholarly guidance and sustained

the Keen interest and positive directions received from Professor J.S. Rajput, Director NCERT for which the department feels highly indebted.

I hope this report would well received by teachers, teacher educators, educational planners and administrators for oprationalizing stage. Comment and suggestion for its readers would be thankfully acknowledged and utilized for further deliberations and dialogue in this context.

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(K.K. Vashishtha)
Prof. & Head

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SECTION 1

I. PROCEEDINGS OF THE CONFERENCE
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CONFERENCE

I. PROCEEDINGS OF THE CONFERENCE

1. BACKGROUND:

Various efforts in the elementary education sector have culminated into the launch of Sarva Shiksh Abhiyan, the national programme for Universalisation of Elementary Education (UEE) by 2010. The SSA professes to provide an opportunity for improving human capabilities in all children through provision of community owned quality education that is relevant to life. It draws very strongly upon the *Basic Education system* of Mahatma Gandhi and the *Nai Talim* of Dr. Zakir Hussain. It reiterates the issue of relevance of education for the life of the individual. This would lead to the develoment in the children, of the capability to think and observe independently in real life situations.

`Education for Life'` under SSA focuses on the following aspects:

● Education, not just as a process of imparting literacy and numeracy

● Education as a process of socialisation for coping with the natural and social environment

● Relevance of education for life provides a greater focus on integrating physical and mental development.

● Emphasis on total development of children through sports, cultural activities, project work, interaction with social and natural surroundings and exposure to life skill with regard to health, nutrition, professions etc.

● Encouragement to work experience through attachment of children with professionals, farmers and artisans.

● Learning from traditional wisdom through interaction with respected senior citizens of the area.

It is against this background that a need was felt at the national level to generate a consensus about the concept of 'Education for Life'. As the SSA concerns itself very seriously with providing quality elementary education, the need was felt to seriously address the issue of curriculum change and renewal with the purpose of integrating into it the concept of 'Education for life'. For this, the process required clarity at the two levels (i) at the conceptual level; and (ii) at the operational level. Further, it was necessary to identify strategies for implementation, delineation of roles and responsibility centers, explore awareness generation mechanisms and evolve a Plan of Action for implementation.

The **'National Consultative Meet on Education for Life under *Sarva Shiksha Abhiyan'*** was conceived as a collaborative programme of the Department of Elementary Education and Literady, MHRD, Government of India and the Department of Elementary Education, NCERT.

2. OBJECTIVES AND METHODOLOGY:

The National Consultative Meet on Education for Life was organized from November 27 to 29, 2002 at Room No. 202, Chaha Nehru Bhawan, NCERT. The specific objectives of the National Meet were:

(i)   To explain the concept of education for life in the context of SSA.

(ii)   To identify the strategies for implementation of the concept of education for life (including programming and monitoring at various levels of administration.)

(iii)   To delineate roles and responsibilities of governmental and non-governmental organizations at different levels of administration.

(iv)   To explore modes and mechanisms for mobilization and effective utilization of resources.

(v)   To evolve a time bound national plan of action for implementation and monitoring.

Participants Profile:

As the National Meet aimed at initial brain-storming about the concept of 'Education For Life'; sharing of experiences by agencies successfull in trying out education for life skills; and strategizing implementation and monitoring mechanisms for 'Education For Life', the participants were drawn from varied backgrounds. The effort was to bring together curriculum and pedagogy experts, subject experts, teacher educators and those involved in implementation of SSA at the field level. The participants comprised of:

1. Curriculum experts and educational practitioners.
2. Educational planners
3. Chairman of Central Board of Secondary Education (CBSE).
4. Chairman of National Institute of Open Schooling(NIOS).
5. Representative/s from Universities including Jamia Milia Islamia.
6. Representative/s from reputed NGOs.
7. Representative/s from All India Primary Teachers' Federation (AIPTF).
8. Representative/s from European Commission.
9. Representative/s from UNICEF.
10. Representative/s from DEEL, MHRD, Government of India.

Methodology and Programme Structure

The three-day conference commenced with the Inaugural session and concluded with the Valedictory session. There were nine technical sessions between the two. The inaugural session consisted of registration of the participants and self-introduction followed by the Welcome Address by Prof. K.K. Vashishtha, Head, DEE. The Inaugural Address was delivered by Prof. R.H. Dave, Former Director, UNESCO Institute of Education, Germany. The Inaugural session was presided over by Prof. M.S. Khaparde, Joint Director, NCERT and the Vote of Thanks was delivered by Dr. Shabnam Sinha, Coordinator of the Programme.The MHRD was represented by Sh. Amit Kaushik, Director, DEEL,MHRD,Government of India. The first technical session of the Conference considered by a presentation by Dr. S. Sinha on the theme of the National Conference. It consisted of the background, the objectives and the expected outcomes of the programme. This session also covered the concept of EFL in the context of SSA as crystallized by the Department. The main reference points of ' Education For Life' were explained as being the NCFSE 2000, the 'Delors Commission Report' and the 'SSA Framework for Implementation'. The session was chaired by Prof. R.H. Dave who

provided his guidance in the final conceptualization and crystallization of the concept for its implementation at the grassroots level in a realistic manner. This was followed by next session i.e. Session II which consists of macro group discussion where eminent educationists, NGO representatives, teacher educators, educational planners and open school practitioners articulated their views about Education for Life in its various facets. Session III consisted of a panel discussion on**"Education for Life and Alternative Education"**. The panelist consisted of Prof. N.K. Ambashtha, Chairman, NIOS, Prof.(Mrs.) Neerja Shukla, Head, DEGSN, NCERT, Prof. S.N. Ratha, Former Prof. of Sociology and Social Anthropology, Sambalpur University, Orissa and Shri Dwarko Sunderani of Samanvaya Ashram, Bodh Gaya. The Session was chaired by Dr. Ila Naik, Director, Gujarat Vidyapith. In this session issues related to open basic schooling and distance learning in the context of EGS/AIE was discussed. The lead role played by the NIOS in this area was presented in detail. Prof. Neerja Shukla presented her views about education of the disadvantaged groups. The discussion was enriched by interventions from Prof. S.N. Ratha and Shri Dwarko Sunderani and their experiences in the context of Orissa and Bihar respectively.

The next two sessions i.e. Session IV and V consisted of paper presentation of key areas related to EFL. The papers presented were:
1. Some Modules of Learner Centred Education by Prof. John A. Joseph Former Director CLR, 'Tamil Nadu'.
2. Concentration and Visualization Exercises in Learning at the Elementary Level by Shri Vijoy Prakash, Association for Promotion of Creative Learning, Patna.

On the 2nd day, the technical sessions began after a presentation on the report of the proceedings of the first day. The next two sessions i.e Session VI & VII comprised of paper presentations followed by group discussion. This was found to be a very useful strategy for bringing out key issues related to EFL and consolidating the views of the august body on the same. The paper presented were as follows:

(1). Jeevan Vidya: Education For Life by Society for Integrated Development of the Himalayas (SIDH), Mussoorie
(2). Communication For Life: Prof. S.S. Prasad, Head, PG Department of English, Patna University.

The session was chaired by Prof. John Joseph.

Session VII Consisted of paper presentation on;

(1). Developing a Model for Primary Education for the 21st Century: Prof. S. Rama Murthy
(2). The Management of Education for Life in SSA: Prof. D.L. Sharma.
(3) Education For Life Skills: A Case Study of TRibal Villages in Koraput: Prof. S.N.Ratha
This was followed by macro group discussion.

Session IX onwards, the participants were divided into groups to undertake micro group for focussed discussions on the areas that were identified as crucial for the Education For Life. Four major on the areas that were identified and specific recommendations framed.

The Group Reports and Recommendations were then presented by each gorup. The Recommendation were presented by Dr. Shabnam Sinha on powerpoint and explained by the

group leaders. The suggestions of the larger group were incorporated immediately and on line editing was done and projected on the screen.

Sh. Praveen Kumar presented the views and expectations of the MHRD from the Conference.

The Validictory Session, the Chief Guest was Prof. R.P.Dokalia, Former Dean, Department of Law , University of Allahabad.. The session was chaired by Prof. T.N. Dhar, former JD, NCERT, the MHRD was represented by Sh. Praveen Kumar Director DEEL, MHRD, Government of India; In the opening Remarks, the Chairman praised the Department of Elementary Education; NCERT for undertaking the tramendous role of organising the Conference on Education for Life, which he said was very well organised, through up relevant and very crucial issues. In the Validictory Address, Prof. Dokalia threw light on the inherent potentialities of the child, which when nurtured appropriately by dedicated teachers would develop the relevant life skills in children. Elementary education, he said, laid the foundation for life skills and lifelong learning. Professionalism, he said shoud be tempered with spiritualism for a balanced personality.

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In the Vote of Thanks, Prof. K.K.Vashishtha, Head, DEE, thanked the representatives of the various organisations, the sister departments of the NCERT and the CIET. He explained that the DEE would follow up the Conference with concerted programmes in this area.

3. DETAILED PROCEEDINGS

(i) INAUGURAL SESSION

Date :	**November 27, 2002**
Theme of the Session :	**Inaugural Session**
Name of the Speakers:	**Prof. R.H. Dave**
	Prof. M.S. Khaparde
	Prof. K.K. Vashishtha
	Dr. Shabnam Sinha

Summary of the proceedings:

The Inaugural Session started with the self introduction by the delegates. Prof. K.K. Vashishtha welcomed the delegates of the meet extending special gratitude towards Prof. R.H. Dave for his continued guidance. While presenting the objectives of the national meet on Education for Life, Prof. Vashishtha mentined that the meet would provide us not only an opportunity to understand the real concept of 'Education for Life' but would enable the group to draw out a Plan of Action for the whole country.

Inaugural Address: Prof. R.H. Dave, Former Director, Institute of Education, Hamburg .

Delivering his inaugural address, Prof. R.H. Dave referred to his long academic association with the NCERT. He enumerated the remarkable progress in the field of education; India has made in the 20th century. He said at the outset that there was a need to define education. Education he said, was " The process of empowerment enlightenment and transformation of human beings to achieve a better and higher quality of life." *'Education for Life* ' required clarity at two levels; (i) at the conceptual level; and (ii) at the operational level. The focal point for coming out with the strategy for providing education that is relevant to life hinges on four cardinal points **i.e. clarity, simplicity, implementability and functionality** of the concept. The major question for debate was that all education is **education for life**. There is no education that is **not for life.** In this context further clarity and clarification of the concept of ' *Education for Life'* was required. An attempt was made to define EFL, which, is a very generic phrase into simple and focussed terms. The definition that emerged was' *Education for Life ' means that education which aims at improving the quality of life of an individual towards a better and a higher quality of life".* In concrete terms EFL may say to improve the quality of life in two ways:

(a) **Education for better quality of life:** This would encompass the external domain of the individual's life concerned with the family, the neighbourhood, the immediate society, the civic and political aspects, the immediate neighbourhood and social status. This would also contain efforts towards earning a livelihood for a better quality of life.

(b) **Education for a higher quality of life:** concerns itself with the internal domain which refers to a sense an internal peace, inner purity and freedom from stress and anxiety.

The internal domain would also concern itself with value based behaviour, since education without values would not be education but mis education. There is a need for the development of an inner strength to fight against erosion of values. Value education does not only have a **point definition** but has a **range definition.** It is a continuum. There should be *acquiescence of values, acceptance of values* and finally *commitment towards values.*
For the fruitition of the inner domain, religion would be a combative strategy for negation of anti-values that lead to fragmentation of the society.

Education for life in the Indian context would have the following five dimensions:

A. Psycho Physical Dimension
This would take into account the improvement and enrichment of the psychological as well as the physical life of the elementary education graduate. Education is a process which begins with life and ends with life. Education should therefore bring about mental equilibrium through right physical activity. Yoga is an important life skill with its three associated skills of *asana, pranayama and dhayana.* These associated skills of yoga work on the psycho-physical level and develop the generic life skill of :
(a) Regulated respiration and (b) relaxation.

Yogic skills have a positive impact on the bio-chemistry of the human body leading to an enhancement in the quality of life .

B. Social Dimension
EFL has a positive impact on an individual in his/her social interaction, political ideals, civic sense and cultural orientations. This leads towards better and higher inter-personal relationships as well as evolved intra-personal communication.

C. Economic and Occupational Dimension
This is a dimension which is related to EFL in the context of achieving a decent livelihood. This dimension relates to the relevance of education to life through bringing about respect for manual labour, through work related life skills. These would include (a) work ethics;(b) vocational orientational skills (c) vocational explorational skills (d) vocational training.

D. Ethical Dimension
The ethical dimensions of life would influence the occupational, social and economic life of an individual. This would be based on cooperation-based behaviour becoming a life skill for living together in society in harmony. This would take into account the **doing part** of the fourth pillar of the Delor's Commission Report, " Learning to live together."

E. Spiritual Dimension
This dimension specially focuses on EFL for a higher quality of life. This would help bring about an evolved quality of peace, calmness and genuine happiness. The spiritual dimension emphasises achievement of *'bhavanand', ' bhramhanand' and ' nijanand'.*
Any education that fails to provide *'nijanand'* i.e. *personal peace and happiness* would be said to fail in providing education that is relevant to life.

Education for life would encompass three aspects;
1. Education for lifelong learning
2. Education for life skills
3. Education for a decent living/livelihood

He also identified certain broad *critical skills* related to scholastic as well as co-scholastic areas at the elementary level *for day to day living* as the following;

- Psycho-social skills
- Communication skills
- Self learning skills (autonomy in learning)
- Healthful living skills
- Observational skills
- Problem solving and decision making skills
- Cooperation and team work related skills
- Recreational skills
- Computer related skills
- Work related skills
- Disaster management skills
- Entrepreneurial skills (covering economic aspect, adventurism in economics, talking advantage of venture capital schemes etc.)

All skills he said need to be performance oriented and 'actional' in nature.

Prof. M.S. Khaparde, in his presidential address expressed deep gratitude to Prof. Dave for his most enlightening ideas on Education for Life. He enumerated the efforts made for achieving the goal of Universalization of Elementary Education UEE viz. PECR, CAPE, DPEP, SSA, etc. The present programme of SSA is being implemented with the support of the Government, Community, NGOs and state level organizations to achieve the goal of Education for All. The issues of equality, relevance and excellence are still before us not at the school level but at the higher education level also. Prof. Khaparde emphasized the groups to achieve the goal of Universalization of Elementary Education. He stressed on the need of practicing the values in life rather mere knowledge and learning only. He expressed the hope that elementary education would lay the foundation for values that would be non-discriminatory for individuals, being progressive in approach rather than retrogressive.

The inaugural session ended with a vote of thanks by Dr. Shabnam sinha, Coordinator of the Programme.

INAUGURAL SESSION

Welcome address by Prof. K.K.Vashishtha

Inaugural address by Prof. R.H.Dave
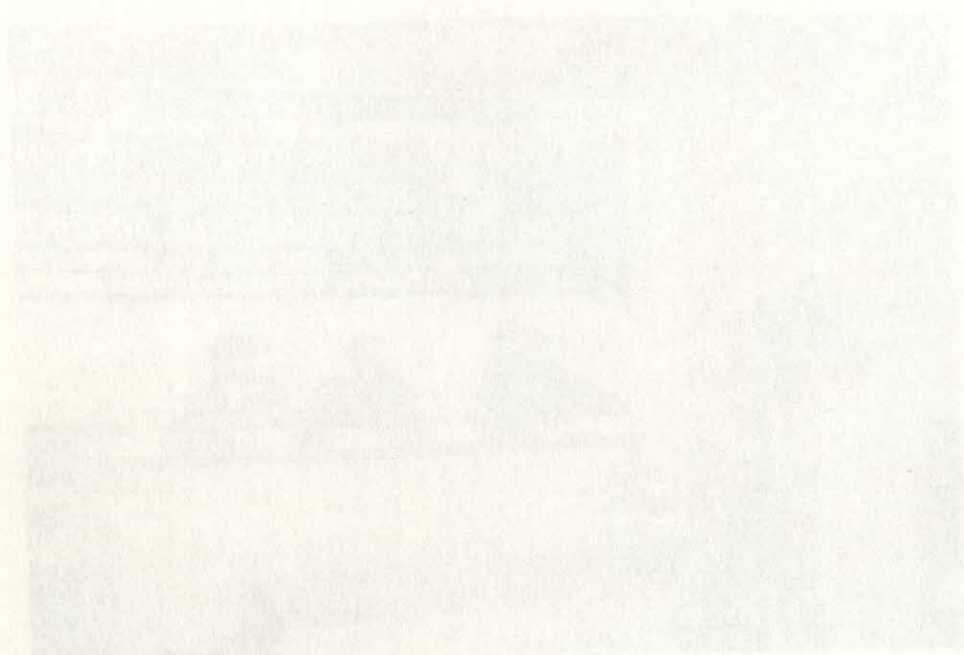
Prof. M.S. Khaparde delievering the Presidential Address
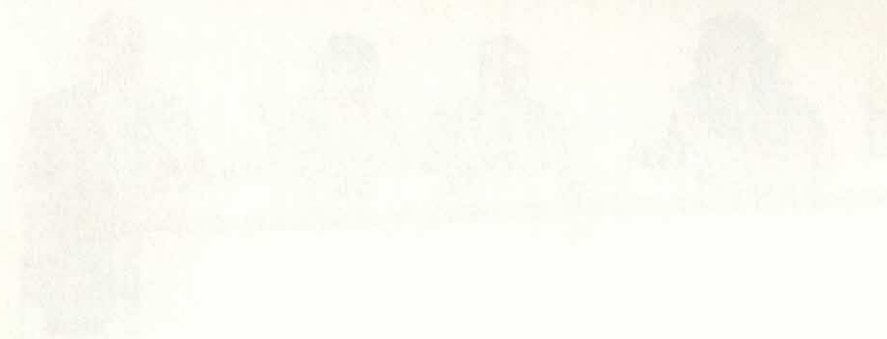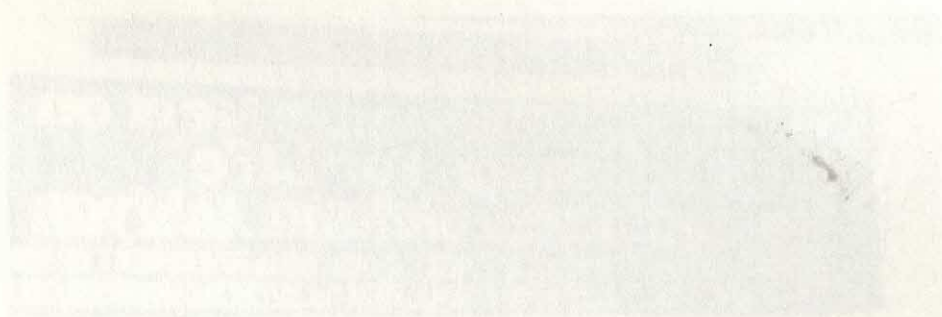
Technical Session in progress

Prof. M.S. Khaparde delivering the Presidential Address
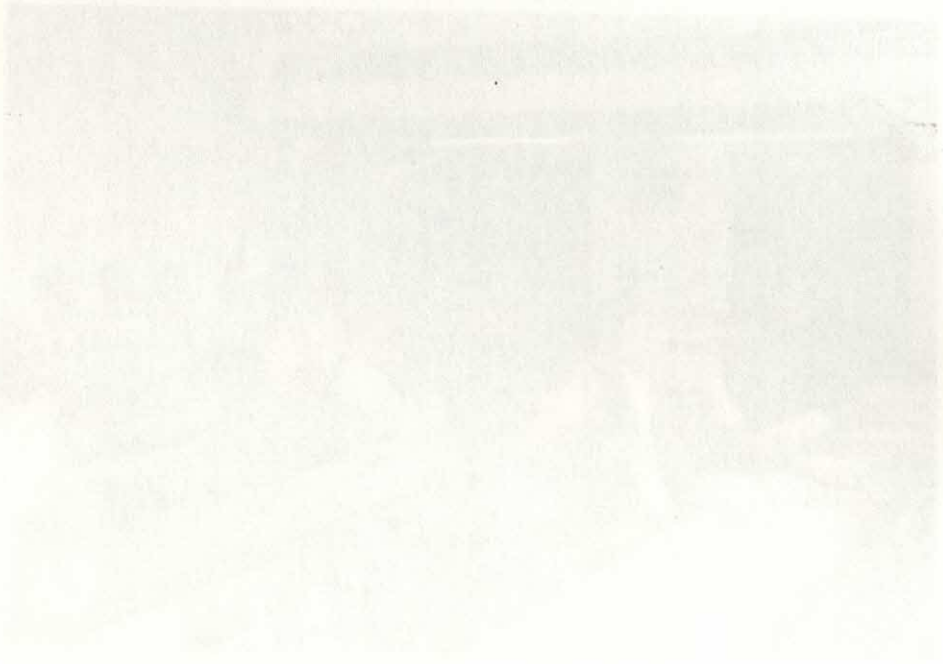
Technical Sessions in progress
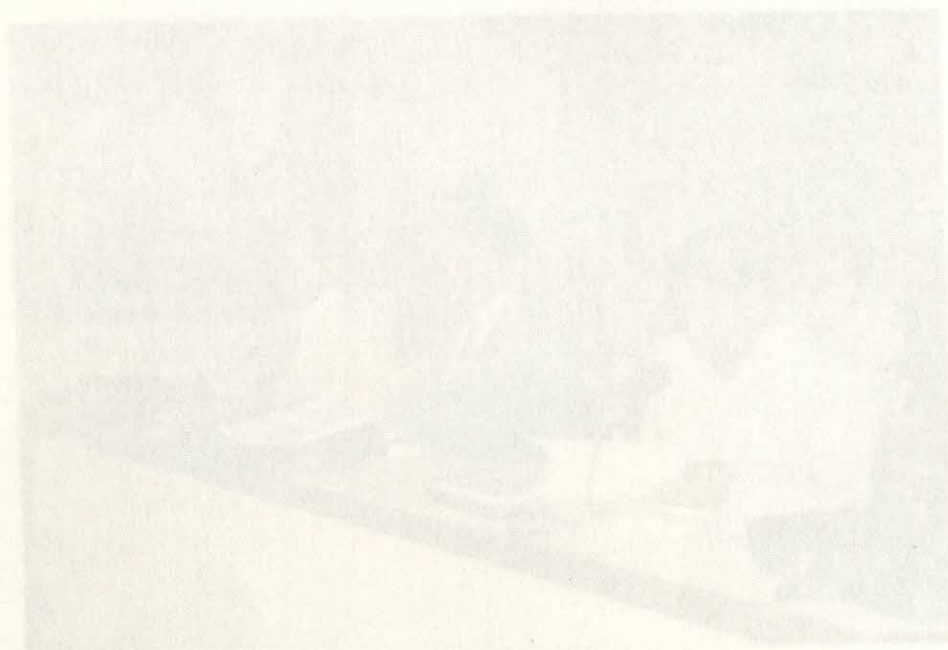
Technical Sessions in progress

(ii) SESSION WISE REPORT

Date:	November 27, 2002
Theme of the Session:	THEME OF THE NATIONAL CONFERENCE
Name of the Speaker:	Dr. Shabnam Sinha
Chairman:	Prof. R.H. Dave

In the First Session:

Dr. Shabnam Sinha of Deptt. of Elementary Education introduced the Concept Paper. She discussed the philosophy and objectives of Sarva Shiksha Abhiyan and 93rd Constitutional Amendment making education a fundamental right. The emphasis in SSA she said, is to provide education to all that is of satisfactory quality and relevant to life. SSA defines useful and relevant education as 'a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their potential both spiritually and materially.

Education for life has always been one of the aims of educational right from the ancient age. **Education for life** encompasses education for life skills, education for life long learning and education for living or livelihood. **Education for life skills** aims at elimination and negation of the gap between the content of education and the living experience of students. **Education for life long learning** delineates certain role competencies for performing various roles required to be performed by an individual in human life. Education for living and livelihood contains the vocational component of education. Elementary stage is a preparatory phase and could contain pre-vocational and vocational skill development. The first initiative to the life-skills approach to education was the Basic Education Programme (1937-61) or the Wardha Scheme of Education of Gandhiji. It was essentially education to equip the learner to face life through knowledge; training in good habits; socially useful behaviour for citizenship; dignity of manual labour; and all round development of body, mind the spirit.

The Basic Education of Gandhiji was further elaborated by the Zakir Hussain Committee. 'Education for life' has been discussed in the NCFSE (NCERT, 2000) and Report of the International Commission of Education for the 21 century; 1996 (popularly known as Delors Commission Report). The NCFSE clearly mentions "Education ideally must prepare students to face the challenges of life. For this, it needs to be intimately linked with the different life skills, the abilities for adaptive and positive behaviour that enable individuals to ideal effectively with the demands and the challenges of everyday life, by developing in them generic skills related to a wide variety of areas such as health and social needs".

The four pillars of learning as stated by Delors Commission are :
(a)Learning to know; (b) Learning to do; (c) Learning to live together and (d) Learning to be. Certain skills were identified by Dr. Sinha under each pillar of learning. The major emphasis would be to identify core skills and specific skills. It is important that certain life skills are identified and thereafter curriculum and transactional modality to develop those skills in the children are prepared.

Certain examples for life skills in **scholastic areas** were also cited e.g. in language meaningful effective and comprehensive communication of thought is an important life skill. In mathematics application of mathematics in day to day life is another important life skill. In the area of environmental studies, cleanliness, healthcare, awareness for environment, safety habits and an awareness of the role of the individual in society are important life skills. The need was to equip the child to face life confidently in the face of challenges. **Co-scholastic** areas and their related life skills were also discussed.

The Concept Paper was appreciated by one and all. The Inaugural address by Prof. Dave and Concept Paper by Dr. Shabnam Sinha set the tune of the National Meet. Dr. Sinha further specified the objectives of the national workshop and expected that with the participation of eminent educationists, NGO representatives and educational planners and practitioners, it would be possible to evolve a strategy for devising National Plan of Action on this issue.

Prof. N.K. Ambasht expressed that Education for Life should include both temporal and spatial component. It is important to evaluate life skills and reflect on it in the certification provided at each level of education. Prof. Rama Murthy from Hyderabad emphasised that care should be taken while implementing it because millions of children are the subjects of education.

Chetna Kohli from UNICEF familiarised the house about the initiatives of UNICEF in developing some very basic skills related to health and hygiene.

It was also agreed by the house that a social movement is necessary to bring about an awareness in the people about the importance of education for life. It also requires identification of certain core skills, development of teaching-learning material (keeping in mind the local contextuality) and development of certain material for parents and community at large.

Prof. Ambasht underlined the need for decentralised planning process to achieve success in this direction.

Prof. O.S. Dewal added to the discussion, saying that it is very important to decide how much should be put in the curriculum so that it is effectively learnt and the identification life skills are actually applied in real life.

Prof. R.H. Dave the Chairman for the session in his final observations suggested that there can be two types of life skills - simple life skills and enlightening skills which can be taught in a thematic way. He suggested that measuring of pulse rate, body temperature, blood pressure and blood sugar are some crucial life skills related to health. Like these, some other simple basic life skills can be identified and integrated in the curriculum. In order to ensure that it does not add to the curriculum load, it is important that deadwoods of the syllabus are replaced by the frontline requirements of the curriculum. There should be a link between cultural, historical, social and economic aspects while identifying the skills. To begin with he explained, that 10-15 critical life skills may be identified as the major thrusts. Life skills can be identified within the framework proposed in the inaugural session having five dimensions: psycho physical, social, economic and occupational, moral and ethical and spiritual.

Date:	**November 27, 2002**
Theme of the Session:	**EDUCATION FOR LIFE AND ALTERNATIVE EDUCATION (Panel Discussion)**
Name of the Speakers:	**Prof. N.K. Ambasht**
	Prof. Neerja Shukla
	Shri Dwarko Sunderani
Chairperson:	**Dr. Ila Naik, IASE, Gujarat Vidyapeeth**

During the 3rd session a panel discussion of Education For Life and Alternative Education was convened. The Chairperson was Dr. Ila Naik, IASE, Gujarat Vidyapeeth.

1. Prof. N.K. Ambasht, Chairman, NIOS presented his paper on NIOS. At the outset he said that under SSA, the EGS/AIE scheme is a strong input. The teacher has been envisaged as a person from the community and in EGS/AIE teachers for about 2 - $2^{1/2}$ hours. Under the prevailing situation, he exhorted the august body to think of strategies for two kinds of programmes;

1. Education for all in the formal five hours regular schooling, where children have no other occupation and are totally involved in the educational process.
2. Children who have occupations with parents in the field and other professions and attend school only for a limited period.

With this concept the NIOS has moved into open basic schooling and distance learning with regular contact centres. The process is decentralized and materials are developed and assessed. He highlighted the following points:

1. He emphasized that persons from the community are involved in teaching of vocational skills. Generally they are not trained in teaching but are experts in vocational skills. The process of decentralization is being used as a model. It comprises of three factors-mutual development, pupils' evaluation procedure and assessment of the materials.
2. Prof. Ambasht highlighted that the evaluation procedure was being followed with the help of NGOs. The NIOS had identified 205 NGOs and signed an MOU with them to provide them exemplar materials which were not conventional. The students who secured satisfactory grades were awarded certificates. The certificate is based on assessment of curricular and non-curricular areas, in conjunction. Till the present, he said, 30,000 certificates have already been distributed. The unique features of the certificates was that they had columns on pre-vocational skills, talents and other creative traits.
3. The teacher preparation programme he said, was organized through distance mode. Self learning approach was followed and video conferencing was used. The material development has taken into account materials already prepared by the NCERT.

The next panelist **Prof. Neerja Shukla** presented her views regarding education of disadvantaged groups. She emphasized education of girls as they belong to the disadvantaged group. Care should be taken she said to eliminate gender bias in schools. She pointed out that there was a need for change in the societal attitude towards this disadvantaged group. The curricular materials developed for the normal children should be adopted to meet the requirements of the disadvantaged group. Teachers should be

prepared to meet the specific learning requirements of the disadvantaged groups. The students of this group suffer because of the discrimination on the basis of gender and caste. There is need for a positive attitude towards slow learners who do not participate in the classroom activities and appropriate strategies should be taken up by the teachers.

The 3rd panelist was **Shri Dwarko Sunderani** from Samanvaya Ashram, Bihar. He presented his views on SSA. He said that one must look at the reality. Today changes are visualized through coinage of new terminology but the need of the hour is for revolutionary ideas.

- Revolution in education is necessary.
- The child has to be kept in the forefront for all education skills. In their Ashram they have prepared some specific material for teachers and children.
- He has raised the issues of the financial aids for NGOs under MHRD schemes (It is Rs. 137 per child per year which is very meager). How can education be imparted in such poor conditions?
- He emphasized that a well strategised and realistically planned financial system for EGS/AIE was required to ensure that the disadvantaged children coming to these centres do not remain disadvantaged but are suitably brought into the mainstream.

Open Discussion

Open discussion followed after the presentation of panelists. The main points of discussion were as followed:

The NIOS should develop capacity building by funding the NGOs and private societies which are working in the area of vocational training.

The main points of discussion were as follows:

1. The NGOs need to develop capacities.
2. Materials need to be developed for teaching the teachers.
3. These must be incorporated within training for non-skilled teachers.
4. Monitoring and evaluation aspects need to be inbuilt.

The session was concluded by Dr. Ila Naik, the Chairperson.

Date:	**November 27, 2002**
Theme of the Session:	**SOME MODULES OF LEARNER CENTRED EDUCATION**
Speaker:	**Prof. John A. Joseph**
Chairman:	**Prof. Ila Naik**

The second speaker of the afternoon session was John A. Joseph, Former Director, Academic Resource Centre, Tamil Nadu.. The Speaker at the outset stated that many successful models have to be tried out at various levels for augmenting creativity and innovation in education. The leaners have to be the focus with the strong support of community and parental involvement.

Since the world is fast changing the challenges have to be faced rationally, more flexibility is required. The presentation focused on the following features:

1. Meaningful Education

In this context, he said, the Krishna Murthy Model would be more functional because it would take care of the qualities of integrity, confidence for life's challenges and would build in capabilities in the child to make right choices.

The speaker then stressed on the methodology practiced at his NGO at Chennai which has the following features:

- Schools without walls.
- School within a school.
- Multi cultural schools
- Continuation schools
- Learning contents
- Magnet schools

The **Padma Sheshadri Bala Bhawan** brought about certain initial changes. The school did not award any ranks but only grades and imparted survival skills. There are constant innovations and new methods of teaching including classical music, drama, yoga, meditation, prayer which are integrated into education system. Thus, the curriculum gets connected to life skills in the classroom.

The speaker then focused on certain emerging trends which were of the following nature:

- Meaningful Education

Experiment for Leaners with Special Needs
- Connecting the Curriculum
- Life Skills in the Classroom

The Emerging Trends

Trend 1 - Towards an automated information society from a worker intensive industrial society.
Trend 2- The hi-tech-High touch paradox.
Trend 3- New concept of unemployment, and the demise the past work ethic.
Trend 4 - From state help to self help
Trend 5 - From representative to participatory democracy
He concluded with identification some core life skills.

These were
a) Personal development skills
b) Contextual awareness
c) Leisure skills

Date:	November 27, 2002
Theme of the Session:	CONCENTRATION DEVELOPMENTA PRIMARY CONDITION FOR EDUCATION FOR LIFE
Name of the Speaker:	Sh. Vijay Prakash, School for Creative Learning
Chairman:	Prof. John Joseph.

A child's innate qualities or potential is determined by the genetic disposition at the time of birth and the environmental factors in the initial period of life. Both these factors are responsible for determining the spectrum of multiple intelligence of a child. This spectrum regulates his/her learning behavior. It also indicates the right learning strategy as well as the potential areas of success for the child. Thus, education for life should be totally child centered and should take into account the intelligence spectrum of the child. Hence, education for life may be defined as developing those competencies, which help a person realize excellence as per his/her inherent potential leading to a physically healthy, socially conscious and creative, economically productive and spiritually enlightened life. This can be operationalised by developing core creative competencies involved in creative learning process leading to education for life.

Looking from the learner's point of view and the nature of transmission of information to and from brain in the body system, we can identify following competencies as core competencies requiring attention for development. These competencies from the base of any creative learning process. Hence, they may be called **Core Creative Competencies (C^3)**

- ◉ Concentration
- ◉ Power of Observation (Development of sensory organs)
- ◉ Memory
- ◉ Productive Thinking
  - ✳ Rational Thinking
    - ➢ Convergent
    - ➢ Divergent
  - ✳ Emotional Management
- ◉ Power of Expression/ Communication

The importance of these competencies, lie in the fact that they are the primary competencies involved in any activity performed by human beings. They are required for people in all vocations and at all places. We receive information through our sensory organs, store in our brain through some memory system, process those information and direct the loco-motor system to perform certain activities. It is concentration, which determines the nature and speed of movement of these information. Depending on different phases of learning concentration can be of three types:

◉ Receptive　　　◉ Processive　　　◉ Productive

When attention is focused on the process of receiving information through sensory organs, it is called 'receptive concentration'. When we hear music or look at an object attentively, we receive information through our auditory or visual sensory system. Concentration during this process is basically 'receptive concentration'. Without such concentration information flow to the brain would be slow and irregular. Hence comprehension and understanding would be low.

Depending on the involvement of senses in the process of reception, concentration can be of five types.

◉ Visual　　　◉ Auditory　　　◉ Olfactory

◉ Taste　　　◉ Touch

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These different types of receptive concentration actually refer to focusing of total attention towards that particular sensory organ. During the phase of processing attention is totally focused on the processing of information received through senses or on the ideas generated on its own. In this sensory organs are not involved. Such concentration is seen in a person, when engaged in concentrating his mind on a thought or idea. When we perform any activity, the attention is focused on the production process. In this type of concentration organs involved in loco-motor system are engaged.

On the basis of above considerations certain basic principles can be suggested for making a plan of action for development of concentration.

* Identify the learning style of the learner
* Develop a learner specific plan based on his/her learning style.
* Choose an activity of ones own interest pertaining to the learning style of the learner
* Pursue the activity with total devotion and involvement
* Make an activity plan for
  ⦿ Receptive phase (for each senses separately or jointly)
  ⦿ Processive phase
  ⦿ Productive phase
  separately or together

Make a graded plan of target for different phases of the activity based on following principles

Date:	November 28, 2002
Theme of the Session :	I. JEEVAN VIDYA: EDUCATION "BY", "FOR" AND "OF" VALUES
Name/s of the Speakers:	Sh. Kumar Sambhav and Sh. Jeetendra from SIDH , Uttaranchal
Chairman:	Prof. John Joseph

The major highlights of the presentation on Jeevan Vidya were the following.
The speakers stressed on three major issues and concerns of education. These are: -
1. Aims of education
2. Content of education
3. Methodology of education

1. Aims of Education

At the outset, the presenters mentioned that before we explain the aim of education, the aim of life should be defined; its conceptual clarity needs to be explained. He mentioned that our Indian tradition believes in **self-realisation** (atmabodh) as the ultimate goal. However, what is atmabodh and how mankind will ultimately achieve this is not clear to human beings. So till date we have failed to establish that system of education, which would enable us to achieve this ultimate goal.

Knowing the individual

He said that it is important to know the individual which is **self** or **I** and the body. Both these exist together and are called the human being. The needs of the self are entirely different from the needs of the body. I, the self, need **Sukh or** happiness, peace satisfaction, harmony, cooperation and respect. The needs of the body are physiochemical, i.e, food, shelter, clothing and equipment. Being unaware of the self in its totality, we always confuse the needs of the self with that of the needs of the body. It has to be realised that the need of the inner self cannot meet with the need of the physiochemical items like food, clothing and shelter. Commonly the need of the body is called **Suvidha** and the needs of the self called **SUKh**. Keeping these in view will have to develop and initiate programmes to achieve these distinct needs.

Aim of Education

Human being wants to live in perennial happiness and with a sense of prosperity. Education must provide *Sukh* and *Samridhi* enabling an individual to achieve this.
Now on the basis of the aims of education explained above, there is need to identify the **content** through which these objectives will be achieved. The major contents considered for this are understanding, skills, and information.
The issues of understanding are focused. These are
- How to live in harmony and prosperity in a family.
- How live in harmony and prosperity in a society.
- Living in harmony with the nature.
- Living in coexistence with the entire existence.

Skill

Major skills required are;
1. Behavioral skill
2. Occupational skill
Behavioural skills are independent while occupational sills are contextual and situational

3.Information

We need maximum information about our local and immediate environment. We also require some basic information about the world far and wide.

The speaker explained the methodology, value of education and justice in this context.

He again mentioned that the type of education needs to be determined on the basis of explanation enumerated above. This type of education will be, education meant for life; and for living. In this process there will be deviation from the set pattern of education already existing in our society.

The present system of education is based merely on information and hardly imparts anything on understanding. The new education system should focus primarily on understanding than acquiring mere skills for achieving happiness and prosperity. Information will be needed which are essential. The issue of understanding is fixed for all the skills. For occupational skill, information will be contextual.

The whole concept of education for life as described above has potentialities, which have been demonstrated as a model by the organisation, called **Vidisha**, M.P.

Detailed discussion and sharing of experiences followed over the issues and concerns, which emerged, from the deliberation. These were: -
To what extent this will meet the educational needs in the present context. Can this type of model be adopted at macro level? What would be the implications?

Date:	November 28, 2002
Theme of the Session:	II. COMMUNICATION FOR LIFE
Name of the Speaker:	Prof. S.S. Prasad, Head, PG Department of Eng, Patna University
Chairman:	Prof. John Joseph

The presenter Prof. S.S.Prasad stressed on communication being one of the important life skills in today's world. Communicative competence is needed to survive in the present day global and local world. Education planners and teacher training models is also the need of the hour to develop communication for life. Some of these are face-to-face communication, communication through print and media.

- There is a misconception today that whatever in global is bad and the local is the best. There should be concern at the regional, nation and global levels. In states (like Bihar) education of a child is considered as a low priority where teaching is carried out only for about 80 days in a year. Funds should therefore be stopped to states where minimum hours are not taught. The low level of communication existing between the State and the Centre is a serious problem. At the age levels 0-6, linguistic competences are very important. We require a proper pre-school model at this level.

- No proper teacher-training model for communication exists. English is being taught but teachers lack abilities of proper pronunciation. The teacher is an actor; he or she has to act and should be a role model for the child. The way he speaks/talks is very important. The volume and tonal variation of voice/rhythm are important. There is no proper communication model for teachers. Thus the mother tongue, regional language, official languages have to be properly balanced about the amount to be taught. At which level are these to be taught and at what age, are important issues.

- Creativity and joyful learning are also absent in education. Though speech and writing sills are known, to some extent non-verbal communication (gesture, vocal projection, body movement, eye contact, appearance) also play crucial roles.

- Story telling is a very effective method to inculcate communication competence in the child both within the family and in the classroom. This should be promoted. Its cognitive, psychological, creative and linguistic aspects have to be integrated with a tested model. Story telling is a creative way of integrating the school and the family in a healthy way.

- The grandmother model (the way a grandmother tells stories to children) is very effective and the need is to draw on more and more stories and make it into a movement. Story telling can be an effective tool for communication Skill development as a variety of cultural, moral and value-based issues can also be covered through it.

Date:	November 28, 2002
Theme of the Session:	DEVELOPING A MODEL FOR PRIMARY EDUCATIONFOR THE TWENTY-FIRST CENTURY
Name of the Speaker:	Prof. M. Sree Rama Murthy
Chairman :	Prof. R.P. Singh

Significance of the Topic

The twenty-first century will bring in profound changes globally and locally. They can be seen in the globalization of the economic system, in the rapid development of science and technology, in the mobility of populations, and in the emergence of an information and knowledge based society. The world is also experiencing major changes in patterns of work and unemployment.– There is also an ever-growing ecological crisis. All this will have a marked effect on the lives of every person alive today. The younger the person, the more profound the impact will be. To survive in such an environment one will be required to move along with the times of the day.

Statement of the Project

Future oriented education was the major domain that was considered by the researcher. The specific aspect of the present study was the **development of a model having curricular activities for instilling the essential capabilities in young children to survive futuristic situations.** Hence, the project had been worded as "*Developing a model for primary education for the twenty-first century.*"

Objectives / Research Questions:

The present study was taken up to realize certain objectives. Accordingly the research questions were framed:

(1) to determine the 'areas' where changes would take place prominently. ("In how many areas changes are likely to occur prominently?")

(2) to determine the characteristics in those 'areas' ("What kind of characteristics the identifiable areas will possess?")

(3) to determine the capabilities that will be required by the child to survive these characteristics. ("What kind of capabilities are required to be possessed by the individuals for each of the characteristics?")

(4) to develop activities, games and content to bring about these capabilities in the child. ("How can these capabilities be included, nurtured and developed through curricula by organizing activities, games and content?")

(5) to incorporate these activities games and content material into the existing curriculum. ("In order to obtain a compact curriculum not much deviant from the existing, how to fuse the above, (4), into the existing curriculum?")

Hypotheses:

The hypotheses framed for the present study are:

(1) A great impact will be felt on the common life of the human being of the future in the areas of information technology, changes in work scenarios, demography, environmental influences and cultural inflections.

(2) Depending upon the growth in the existing speed in all five areas mentioned above, it is possible to estimate the likely changes that would occur in these areas in future.

(3) Different capabilities would be required for various functions to be performed in each area. "What kind of capability is required for which function" could be established through a common opinion and the same could be considered.

(4) Imparting education mainly refers to the context of content, which in turn is dependent on age factor of the life span in which it is utilized. For an envisaged capability, developing the relevant content material, activities and games is feasible at the primary stage from the futuristic point of view.

(5) The activities, games and content material developed, for nurturance of the capability envisaged, can find a place conveniently into the primary curriculum i.e., for classes I, II, III.

Tools developed for the study

Three tools were developed for of the present study.

1. A checklist was developed to determine the 'areas' that would undergo changes and that need to be essentially considered for the study.

2. After the first objective was achieved the second objective, i.e., to determine the characteristics in those 'areas' was considered. A questionnaire was developed, to ascertain the characteristics of those 'areas'.

3. Interview and discussion method was adopted to determine the capabilities that would be required for the child to develop and possess ultimately.

Administration of the tools

The first tool was a checklist to determine the various 'areas' that would undergo changes. This tool was administered on a sample of 200 experts using the mailing procedure and self addressed envelopes along with stamps were provided to facilitate easy and quick response. The second tool developed was a questionnaire to determine the characteristics of those 'areas' in future.

After the capabilities were identified (though brainstorming sessions), interview and discussions with five curriculum experts, one each from the 'areas' determined, were conducted and then the capabilities that are essential were finalized.

Analysis of data

Analysis showed that the areas information technology, cultural inflections, work conditions, demographic factors and environmental factors had an agreement percentage of 93.93, 80.6, 84.84, 96.96 and 76.96 respectively. The agreement percentage of these areas was above 75% implying that more than 3/4 of the sample had vouched for their acceptance into the study and as such they were included into the study.

The data obtained from the questionnaire, that was developed to determine the characteristics of the 'areas, was analyzed.

In all, the researcher identified 33 characteristics and a questionnarie was prepared for validation of the same by the experts. (Details given in the paper enclosed)

Analysis of the interview and discussion method

After the characteristics were determined, three capabilities for each characteristic were identified. Thus, in all, the researcher identified 93 capabilities for the 31 characteristics that were determined. These capabilities were then subjected to scrutiny, by five experts, by adopting the method of interview and discussions. During these discussions 91 capabilities were accepted by the experts and two capabilities, which are stated as 'be able to locate, use and improve the required constructs available on the globe' meet the psychological demands of survival in order to equate between spouses were rejected. They rejected these on the basis that the child at this early stage cannot think in terms of global constructs and will not be able to grasp the need for meeting psychological demands of survival. Hence, it should be retained for an older age group and not for the primary levels.

In the model, curricular activities in the form of games, content material and other activities were developed, which have potential to develop all the above described capabilities as were determined by the study.

Date:	November 28, 2002
Theme of the Session:	MANAGEMENT OF EDUCATION FOR LIFE IN *SARVA SHIKSHA ABHIYAN*
Name of the Speaker:	Prof. D.L. Sharma
Chairman :	Prof. R.P.Singh

Promotion of Education for Life is one of the major goals of Sarva Shiksha Abhiyan. SSA in its framework supports the view that education is not only a process of acquiring the cognitive abilities of reading, writing and arithmetic but it is a learning system with a focus on total development of the children.

Three major aspects of child's personality are body, mind and soul and the three main domains of learning processes are psycho-motor, cognitive and affective.

Learning Material For EFL

It is felt necessary that **Learning material in EFL should be area and learner's age specific.** Its special features may be :

- District specific/ Area specific learning material incorporating learning experiences from local social and natural environment;

- Designed in accordance with the age group and experiences of the children;

- Using processes and problems of the community;

- Integrating Health, Nutrition, Physical education, socio-cultural and vocational experiences and activities in its content.

Management of EFL In Sarva Shiksha Abhiyan

- Management of EFL in SSA will consist of four components; planning, implementing, monitoring and evaluation.

Planning of Education For Life

EFL is community owned and community managed programme therefore planning is also community based. Community people are involved in planning. Following steps may be followed in preparing plans for EFL.

- Deciding specific objectives of EFL for a habitation, a District and a State

- Preparing specific community based action plans.

Implementation

Implementation of EFL is quite different from the implementation of a general elementary education program. Here, emphasis is on motivating and mobilising community people who

have to manage the program with the help of different Govt. departments, NGOs and educationisits.

Functional strategies for Implementing EFL may be as follows:

- Orientation and Motivation of the political leaders and bureaucrats
- Mobilization of the Government machinery
- Devising strategies for functional inter-sectoral coordination at different levels for implementing EFL
- Constituting EFL Management Committees
- Motivation and mobilization of community people.
- Survey of needs, problems and available resources
- Micro Planning at village level
- Mobilization and planning for optimum utilization of locally available resources: Natural, Physical, Human and Material
- Developing curriculum for EFL
- Preparation and development of learning modules
- Training for transaction of curriculum
- Training for delivery modes of learning modules

Monitoring and Evaluation

Monitoring and evaluation ascertains the achievement of the objectives of any programme or project effectively and economically. It is a desirable and acceptable weapon of managerial effectiveness.

Management of any programme/project must know about; what's happening; what's going wrong; what shifts in plans and directions are called for; and; what must be done to set things right.

Monitoring EFL under SSA will have two aspects:

- Monitoring at local level
- Community based participatory monitoring:

Partners in participating monitoring may be community people, resource persons, resource institutions and representatives of district/state level implementation society. EMIS will co-relate the school level data with the community based information from micro planning and surveys. EMIS will have the periodic reporting system. Academic, organisational and financial monitoring would be undertaken simultaneously.

Evaluation

In management process ex-post approach to monitoring is its evaluatory function. The following two questions should be are the main focus of evaluation;

- What is going wrong
- What shift in plans, decisions and discussions are called for

Evaluation would reveal how far the objectives of the program have been achieved effectively and economically. It would provide the feedback to administration, community people and academic workers. The critical evaluation comprising what is going wrong and what shift in plans, decisions and discussions are called for may help to take corrective action. The evaluation exercise may be undertaken by both by the internal and external agencies.

Date:	**November 28, 2002**
Theme of the session:	**EDUCATION FOR LIFE SKILLS - CASE STUDY OF TRIBAL VILLAGE IN KORAPUT**
Speaker:	**Prof. S.N. Ratha**
Chairman:	**Prof. R.P.Singh**

The paper presented was brief, and was based on the research study conducted in a tribal village located on the edge of the forest in Koraput district of Orissa. The effort was made to identify the specific life skills in the context of that village particularly for the tribal community depending upon the marginal agricultural and forest collections. The skills identified in agricultural operations were; transplantation, weeding and harvesting in case of girls, and ploughing and controlling the drought animals in case of boys. Forest collection was a common area indetified for both the gender.

Teaching learning component in each of the skill was identified and the suggestion has been that these skills may be incorporated into the formal teaching-learning skills so that boys and girls could join the work force around the age of 14 years. This would also enable them to easily fit into the community life.

Prof. Ratha also shared his experience with the participants on what he had observed in one of the schools in the area of his study. Surprisingly, neither the students nor the teachers nor even the parents knew the class in which the child was studying at the time when this study was undertaken.

(iii) VALEDICTORY SESSION

Date : *November 29, 2002*
Theme : *Valedictory Session*
Chief Guest : *Prof. R.P. Dokalia, Former Dean, Faculty of Law, Univ. of Allahabad*
Chairman : *Prof. T.N. Dhar, Former Joint Director, NCERT*
Special Invitee : *Sh. Praveen Kumar, Director, DEEL, MHRD, Govt. of India.*
Vote of Thanks : *Prof. K.K. Vashishtha, Head DEE*

The Programme Coordinator Dr. Shabnam Sinha welcomed the Chief Guest, The special invitee, The Chairman and the other participants. She explained to the group that after three days of extensive brainstorming and group work the Conference had come out with certain recommendations which would be presented before the august body. She also informed that each group had been assigned a particular area of work and the four areas on which group work was undertaken were as follows:

- Education for Life - Concept and Strategies
- Education for Life - Implications for the Curriculum
- Teacher Preparation for Education for Life
- Management of Education for Life in *Sarva Shiksha Abhiyan*

Sh. Praveen Kumar, Director, DEEL, MHRD addressed the gathering. He thanked the NCERT for undertaking the organisation of the National Conference, which he said would provide future direction to the various quality related initiatives under *Sarva Shiksha Abhiyan*. Besides, he said the matter under discussion was extremely useful in the context of education becoming a fundamental right.

He presented before the group the expectations of the MHRD from the Conference. He said that the concept of 'Education for Life' which had been mentioned in `Sarva Shiksha Abhiyan : A Framework for Implementation' was still in a stage of infancy. The concept was still nebulous and required further clarification and concretisation. He said that he hoped that the Conference would come out with a concrete definition of Education for Life. This would throw light on its inherent concept, its constituents and the process of its implementation in the elementary school situation.

He stressed the importance of integrating 1Education for Life' in the regular mainstream curriculum. He said that he hoped, however, that this would not result in an increased curriculum load. The MHRD, he said, would look at the outcome of the Conference as providing certain directions on:

- The Concept of Education for Life
- Its delivery mechanisms
- The integration into the mainstream curriculum
- Teacher preparation strategies
- The role of NGOs in implementing Education for Life

> ➤ Preparation of road map - a need for delineating responsibilities to various institutions.

Prof. Dokalia, the Chief Guest, then delivered his Valedictory Address. He mentioned that in the Inaugural Address of Prof. R.H. Dave had provided a road map. However, what appears to be a tall order would need to be taken up in phases and stages. Education for a 'good-life' he is not clearly defined in terms of whose life - all beings or only human beings. The concept of education, he said, is extremely dynamic and contextual. In the western context, education has its related implications which may not be relevant in the Indian context. The mind of a child, he said, is like a plain sleet and the teacher makes imprints upon it which are life long and lasting. According to the 'Vedanta' each child is blessed with an individual potentiality. This could be 'sattvik', 'rajasik', tamasik, aasuri and daivik. The role of the teacher is to facilitate the unfolding all the inherent potential within each child. The teachers role, therefore, becomes dual; (a) Identification of the child's inherent faculties and (b) nurturance of the faculty. It is very important for the parents and teachers to understand and identify the innate abilities of the child for their optimal fruitition.

The elementary education stage said Prof. Dokalia is the most important stage in the education of an individual. It is the foundation lying stage in which the role of the teacher becomes paramount. The rise of a nation he said is determined by education which in-turn is shaped by the teacher who produces future citizens. Hence teaching of the elementary child requires specific training inputs. Referring to the **Delors Commission Report,** he said that 'Learning to Be' and 'Learning to Live Together' are very important in the present context.

However 'Learning to Do' *and* 'Learning to Know' he said had been going on since ages. In quest of a better quality of life, humans have sacrificed a lot and worked hard in various parts of the world. They have also maintained spiritual equilibrium. However in some parts of the developed world power has become a corrupting force. People have become materialistic pushing spiritualism completely to the background. Extreme materialistic is as dangerous as extreme spiritualism. A balance, he said must be maintained between *d*harma, artha, kaama *and m*oksha. There should be balance between yantra, trantra and mantra. When there is lack of enlightenment, he said, communication gets affected. Excellent teachers have always been effective communicators with a command over their subject. The teacher has been envisaged at:

Teacher ➤ *Creator of Knowledge* (**Brahma**)
➤ *Sustainer of Knowledge* (**Vishnu**)
➤ *Destroyer of Ignorence* (**Mahesh**)
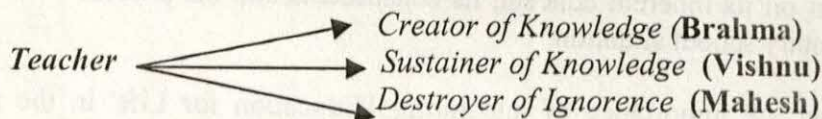
The Guru of the Indian tradition illustrates the example of the teacher encompassing the qualities of *Brahma, Vishnu and Mahesh*. Material prosperity, he said could be enjoyed only when spiritualism co-exists. The teacher should have a strong inner voice and deep sense of integrity. The educational tenets of Gandhi also envisaged a teacher who would possess the qualities as mentioned above. Providing 'Education for Life' would pre-suppose a teacher who would possess the quality of *Brahma, Vishnu and Mahesh to bring about the genesis of an education that is relevant to life.*

Prof. T.N Dhar., the Chairman of the Session thanked the Chief Guest and congratulate the Department of Elementary Education for the excellent work undertaken in the three days of

the Conference. He said that three days are a short period of time for undertaking the colossal work related to 'Education for Life'. However, he said that in three days a tremendous amount of work had been achieved. The concept had been defined and clarified, critical skills had been identified, their integration into the curriculum had been explored, teacher preparation strategies decided and management responsibility centres identified.

Prof. Vashishtha, Head, DEE in his Vote of Thanks, thanked the Chief Guest Prof. Dokalia, the Chairman, Prof. Dhar, Sh. Praveen Kumar, MHRD and the esteemed participants. He especially thanked the heads and representatives of national and international organisations. Prof. Vashishtha mentioned that the Conference was a joint endeavour of the DEE, NCERT and the MHRD, Govt. of India. A lot of work, he said, had been achieved in the three-days and the ambitious plan of the department of providing a Draft National Report to all the participants in the Valedictory Session had proved to be successful. He and the Department of Elementary Education would come out with a Plan of Action and its implementation strategy shortly.

The Group Recommendations were presented on Power Point and projected on the screen for all to see and endores. The Recommendations are presented in the following Chapter.

VALEDICTORY SESSION

Valedictory Address by Prof. R.P. Dokalia

Powerpoint Presentation of Group Reports
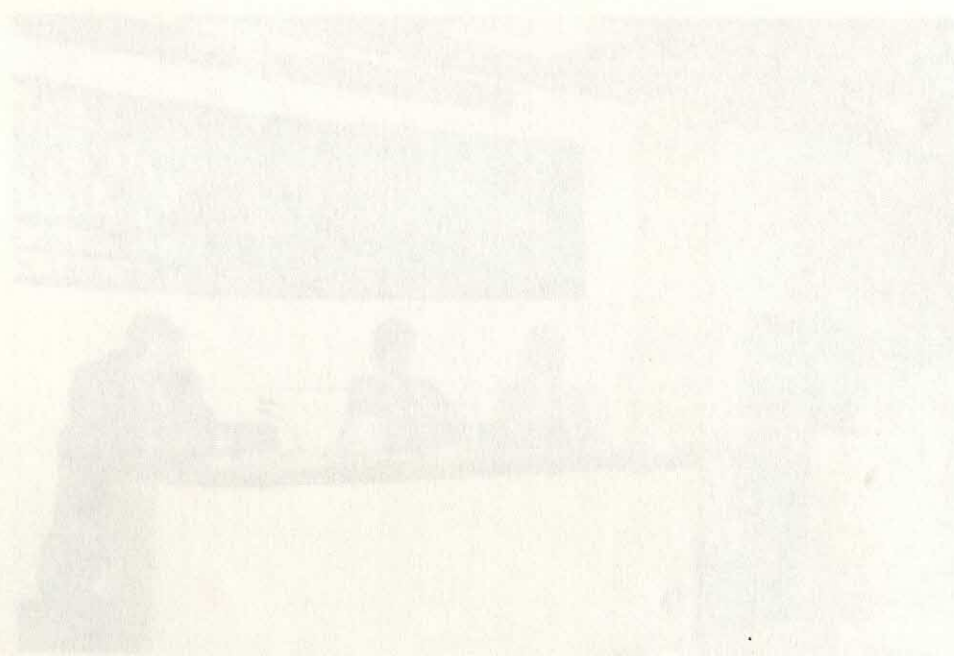
Valedictory Address by Prof. R.P. Dotaila
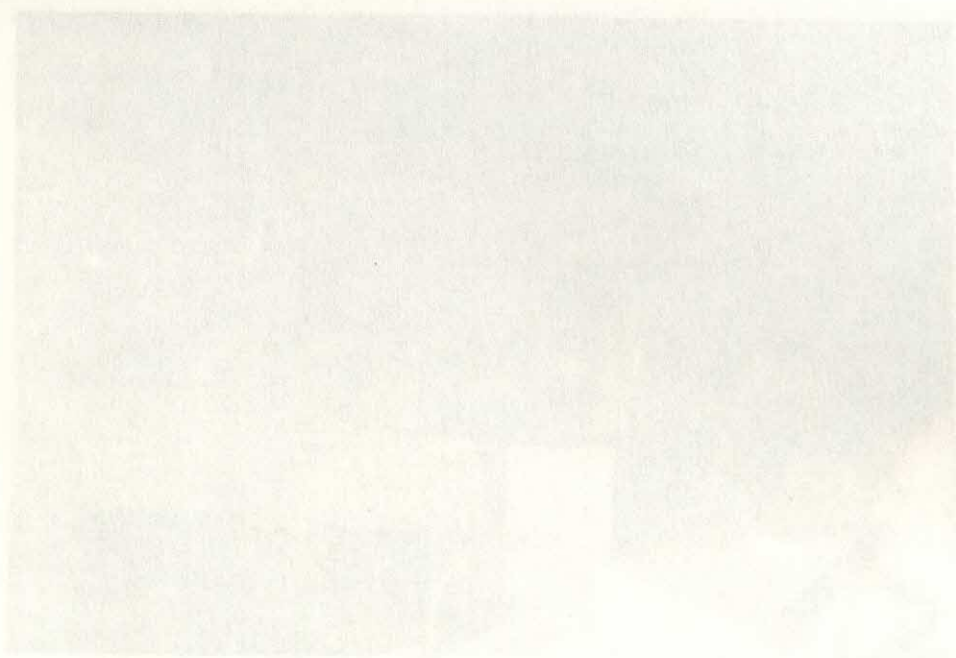
Formal Presentation of Group Reports

4. RECOMMENDATIONS OF THE CONFERENCE

A. PREAMBLE:

This Conference calls for:

- Providing education that improves the quality of life of the individual.
- Providing education that aims at the total development of the child and not just as a process of imparting literacy and numeracy.
- Addressing the issue of making education a process of socialization for coping with the natural and social environment.
- Providing education that equips the learner to cope with the stress of modern lifestyles.
- According the highest priority to providing education at the elementary level that is relevant to life.
- Linking education to lifelong learning, life-skills and education for a decent livelihood.

B. GLOBAL RECOMMENDATIONS:

This Conference endorses the following recommendations:

1.Defining *Education for Life* as that education ***which aims at improving the quality of life of an individual towards a better and a higher quality of life.***

2. Endorsing that EFL comprises of five dimensions, namely,
i) The psycho-physical dimension.
ii) The social dimension.
iii) The economic and occupational dimension.
iv) The ethical dimension.
v) The spiritual dimension.

3.Identifying certain broad *critical skills* related to scholastic as well as co-scholastic areas at the elementary level *for day to day living* as the following;

- Psycho-social skills
- Communication skills
- Self learning skills (autonomy in learning)
- Healthful living skills
- Observational skills
- Problem solving and decision making skills
- Cooperation and team work related skills
- Recreational skills
- Computer related skills
- Work related skills
- Disaster management skills

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- Entrepreneurial skills (covering economic aspect, adventurism in economics, talking advantage of venture capital schemes etc.)

Each group also made certain specific recommendations on issuesthat were assigned to them, which are as follows :

C . SPECIFIC RECOMMENDATIONS :

Group:	I
Theme:	**Education for Life : Concepts and Approaches**
Chairman:	**Shri Vijoy Prakash**
Group Members:	**Dr. H.L.Sharma**
	Dr. John Joseph
	Prof. M.Sree Rama Murty
	Mr. J. Sharma
	Prof. T.N. Dhar
	Dr. Shabnam Sinha (Facilitator)
	Dr. Sandhya Sangai (Rapporteur)

Recommendations

Education for life may be defined as developing those skills, which help a child realise excellence as per his/her inherent potential leading to, physically healthy, socially creative, culturally conscious, economically productive and spiritually enlightened life.

Education for life should be
- relevant and useful and specifically perceived to be so by those whose educational needs are being catered to.

Education for life comprises
- education for decent and successful living linked to economic productivity to equip the learner to earn a livelihood in future life.
- education for life- long learning .

The education for life should
- be totally child centred and be based on the intelligence spectrum and innate potential of the child.

Education for life
- is a function of both formal schooling and open schooling. Open schooling includes alternate schooling, non-formal schooling, incidental and traditional learning systems. Family and other community institutions play a major role in providing knowledge and developing values, socially desirable and acceptable. and therefore, school alone can not be conceived as the sole agent for transaction of education for life.
- develop value-based behaviour, which can be assessed through performance.
- be context specific in terms of
    - stages of growth of person,
    - his/her plans for further education,
    - the levels (household, community, nation) at which one works

- The life skills are linked to each other.

Group:	II
Theme:	**Education for Life: Implication for the Curriculum**
Chairperson:	**Ms. Anita Devraj**
Group Members:	**Prof O.S. Dewal**
	Prof. S.N.Ratha
	Prof.. K.K.Vashishtha
	Prof. Neerja Shukla, Head DEGSN (Facilitator)
	Sri Kumar Sambhav (SIDH)
	Dr. J.P.Mittal, NCERT
	Dr. Kamlesh Rai
	Dr.G.C.Upadhyay (Rapporteur)

The group discussed major issues related to 'Education for Life' and their implications for elementary level curriculum. Some significant topics were identified such as:-

- Relaxation skill
- Visualization skill
- Concentration skill
- Listening, speaking, reading skills
- Articulation skills
- Observation skill
- Cooperative (team sprit)
- Inferential
- Leisure (recreation) skills
- Skills related to health, hygiene and sports.

It has also thought that right from the primary classes self care and management skills should be developed which would include

- Self understanding
- Self assessment
- Self esteem
- Self confidence
- self regulation etc.

It was also thought that the skills to understand the needs of 'I' and the needs of Body may also be included.

The group also observed that on the basis of above, illustrative examples an exhaustive list may be prepared, which would then be clustered and grouped category wise.

Categories could be many, one category which the group agreed on was six fold category-
- psycho-physical
- social
- intellectual
- economical

- emotional
- moral-ethical
- spiritual

It would need an in-depth exercise and wide ranging deliberations to group the various life-skills under the above categories. For illustrations purposes the group presented the following listing

1. Psycho-physical
   - relaxation
2. Social
   - Co operation
   - Team work
   - Living together
   - Accommodation
   - Adaptation
3. Intellectual
   - problem solving
   - analysis
   - synthesis
   - *chintan-manan*
   - *satarkata, sajagta, sahajta*

4. Economical
- Dignity of labour
- Income-generation skills (occupational skills)
- Swabalamban skills.

5. Emotional
- self poise (equilibrium)
- sympathy
- empathy
- adjustment

6. Moral-ethical
satya
ahimsha

- *astheya*
- *brahmacharya*
- *aparigriah*
- *self discipline.*

7. Spiritual
- Ego less ness
- Dis interested '*karma*' "*Nishkam Karam*"
- *Brahma Anubhuti*

Transaction Strategies

Transaction of life-skills must involve minimal teacher lecture. It should emerge as a by-product of activities. Teacher should involve students in various activities and assignments in which learners participate, perform and do something. Thus, small projects, peer group learning, group activities, self-experimentation should be promoted.

Education for life and Life-skills are to be transacted both in the classroom and though co-scholastic (co-curricular) activities.

Evaluation Techniques

Evaluation of Education for life including life-skills should be qualitative. The group strongly feels that quantitative evaluation is neither possible nor advisable. Further the group observes that in the initial classes i.e. in classes I & II only two point scale should be adhered to. In class III – V. three point scale should be used. The upper primary stage five point scale be used. However, at no stage negative grading should be employed.

Teacher may be oriented on the impact of their evaluatory remarks- positive remarks enhance self-esteem, negative remarks retard self confidence and self esteem. Teacher should also be oriented on the delicate difference between potential and performance. If some one does not perform it does not mean that he/she has no potential.

It is pity that evaluation is understood in a distorted form. As a matter of fact evaluation of student performance included three specific factors-

a) the school system and learning climate prevailing in the school

b) the commitment; competence and the communicative abilities of the teacher.

c) The student's; motivations curiosity to learn and efforts in learning.

Unfortunately, often, the first two factors are conveniently forgotten.

Recommendations:

1. Many excellent innovations are going on in the country. These need to be disseminated widely. A mechanism may be thought of:
2. S.S.A. is a massive task and time oriented, it has to be executed with mission mode. For that, involvement of NGOs would be very important. Some of the NGOs may be identified and requested to undertake specified work using their local-specific / contextial approaches.
3. In some of primary level educational experiments universities across the globe have given a leadership role. This aspect may also be explored.
4. The success of Education for life primarily would depend on teacher performance on quality learning materials print as well electronic massive efforts would be needed.

Group:	III
Theme:	**Teacher Preparation for EFL**
Chairman:	**Prof. R.P. Singh**
Group Members:	**Prof. Mohd. Miyan**
	Prof. M.C. Sharma
	Prof. S.S. Prasad
	Dr. K.Chandrasekhar, NCERT
	Dr. Saroj Pandey, NCERT – (Rapporteur)

The success of EFL and EFA depends on active participation therefore before launching the scheme adequate attention should be paid to the preparation of functionaries.

The group focused on preparation of teachers for Education for Life.

Specific Recommendations

- The target groups for teacher preparation should include both pre-service and in-service teachers and teacher educators. Further both regular teachers and para teachers should be considered as target groups for EFL
- The first step in teacher preparation should be sensitization of teacher educators and teachers on the concept, EFL.
- There is as a strong need of recasting the whole syllabus in the light of emerging thrust of EFA and EFL. But since there are certain limitations and revamping of the curriculum is a slow process, the issues related to EFL may be made explicitly through the existing contents in the teacher education programmes. However EFL should be explicitly stated as one of the objectives of teacher preparation programme at pre-service level. EFL and life skills should be highlight in foundation courses while the development of life skill need to be taken care in methodology courses where various transaction strategies are discussed.
- In-service teachers and teachers educators training needs should be assessed in the context of EFL.
- There is an urgent need to develop enough reading materials in the context of EFL. The Teacher Education Institutions should, therefore, identify the **Core Life Skills** – which cut across all societies and **contextual Life Skills** – which are specific to different contexts and cultures and develop suitable self directed learning materials. Specific care should be taken to include vivid illustrations and examples from rural and urban settings. Emphasis should be laid on developing competencies among teachers to translate these skills into their classroom practice. Therefore each writeup should very specifically discuss the transactional modality of the life skill in question. How to integrate the specific life skill with the prescribed curricular content should also be specified in the TLM.
- **Transactional Modalities** Both face to face and distance mode may be utilized for training of teacher educators and teacher utilizing various participatory approaches like workshop, symposium brain storming, project work and

working with the community etc. Teleconferencing and ICT may be used wherever and whenever possible.

- Evaluation of life skills should be qualitative with emphasis on the process of development of life skills evaluation. While evaluating the teacher, stress should be an how much the teacher has been able to assimilate it and how much he/she has been able to practice these skills in classroom transaction linking it to real life examples.

Group:	IV
Theme:	**MANAGEMENT OF EDUCATION FOR LIFE IN SSA**
Chairman:	**Shri Ram Pal Singh**
Members:	**Prof. C.S. Nagaraju, Head DERPP-(Facilitator)**
	Sh. Dwarko Sundrani
	Sh. Shobhan
	Dr. Yogesh Kumar
	Prof. D.L. Sharma
	Prof. Ila Naik
	Dr. Pushpa Mandal
	Sh. J.W. Pandhari Pandey
	Dr. Kanan Sadhu (Rapporteur)

The group discussed the theme – 'Management of Education for life (EFL) in SSA' and after discussion recommends the following strategies for managing EFL under SSA.

- EFL is a learning system aiming at equipping the children and adolescents with the knowledge and skills required for better quality life in the following areas of life –

    1. Psycho-Physical health
    2. Socio-civic
    3. Cultural
    4. Economic/occupational
    5. Ethical

Premises:

- It is understood that the group working on curriculum of EFL would deal with the details of EFL, for the purposes of delineating the tasks and functions and their net working the following assumptions are made:

- The task of the group is focused on the elementary education stage and confined to the quality dimension of the SSA objectives.

- Essentially the EFL would comprise of learning basic competencies through locally relevant learning experiences, formation of habits to facilitate life in collectivity and understanding the interrelatedness in world of work leading to respect for work.

- The definition of the local varies in terms planning unit (district), Capacity building and monitoring unit (block), implementing unit (CRCs, schools /EGS

centers/Alternate schooling units and evaluation unit is the networked system of the institutions identified above.

- The all aspects of planning and implementation would be carried out through the existing structures with greater attention to strengthening and if need be through restructuring rather than introducing altogether new structures.
- Finally, it is assumed that the basic difference between the traditional approach to meet the needs of universalization of EE and SSA lies in its demand dominated rather than the supply domination. As the implementation progresses it is likely that the demands for resources to varieties of local specific arrangement and approaches would be supported under the Mission.

Keeping the above in background, the group would work upwards to network the management structure in a functional relationship rather than the administrative or authority hierarchy. Hence the institution where the children are the exposed to learning experiences leading to the foundation of education for life being the school, we can start with what functions the school should perform encompassing the planning implementation and continuous evaluation of the curricular details in local contexts. All other institutions are expected to support in various ways directly or indirectly the school and classroom transactions. The following chart tries to evolve the functions and responsibilities of the management support structure within the system and other community structures towards which the schools are expected to be open is provided in ascending way.

Different Managerial Roles

1. Orientation about EFL
2. Motivation, Mobilization of the persons/groups for involving them in EFL planning & implementation
3. Assessment of needs of the children/Adolescents in the five areas of EFL.
4. Assessment of locally available Resources (Natural, Physical human, material) for implementing EFL
5. Strategizing Inter-sectoral coordination for planning & implementing EFL
6. Pooling the resources
7. Capacity building for developing curriculum, transaction of curriculum, developing area specific learning material
8. Developing curriculum & learning modules

9. Transaction of curriculum

10. Evaluation of children

11. Providing resources infrastructure for implementing EFL

12. Deciding monitoring strategies

13. Monitoring the implementation of EFL

14. Working out evaluation strategies

15. Evaluation of EFL

16. Financial assistance

Management structural component	Functions
Schools/EGS centers/AIE centers	• Planning: Annual institutional plans, unit plans and lesson plans • Implementation: purposeful school routines, classroom transactions through available and improvised teaching learning material • Monitoring and Evaluation: Maintaining profiles of students progress and continuous evaluation records of students
Cluster Resource Centers	• Planning: Develop their own institutional plan and Support school in developing their institutional plans • Implementation: Provide site based demonstration lessons to integrate curricular areas around competency-based teaching-learning and also provide platform on periodical basis to learn from peers in real school contexts. • Monitoring: Visit schools to observe and provide needed support and record teacher and school difficulties in the implementation of curriculum and consult experts to provide solution for them and communicate the solutions to the concerned schools and teachers.
Block Level Resource Institution	• Planning: Institutional plan of training the CRCs in helping the teachers, orientation of teachers towards resource materials developed and supplied by the district resource institutions. • Implementation: Conduct training programs of CRCs and Teachers. • Monitoring and Evaluation: Develop

	structured formats to obtain feedback from CRCs about the effectiveness of attitudinal changes implied in training and orientation programs, resource materials and other inputs in classroom transactions and collect indicators of outcomes through systematic visit of identified schools
DIET	• Planning: (1) Adaptation of the general curriculum structure and local specific materials for teacher use and student use. (2) Training program of Regular school teacher and alternate school teachers (3) Draw institutional annual plan of implementation • Implementation: Organize development workshops, Provide Training for BRC in integrating EFL related knowledge, Attitudes and skills in whole school activities, classroom activities to teach subjects and specially designed activities during time allocated for non-cognitive aspects of schooling. • Evaluation: Carry out systematic surveys of processes and outcomes supported qualitative studies based on observation and discourses.
SSA project office	• Orientation • Provide guidelines for needs assessment • Inter-sectoral coordination • Channelize resources • Coordinate capacity building and curriculum development • Monitoring
District Administration	• Work in tandem to implement EFL
SCERT	• Orient Community leaders • Capacity building • Evaluation of the teacher education programmes
State Project Office	• Collect and collate district plans • Make available expertise to guide districts in developing local specific components of the EFL • Monitoring and evaluation
National Level Institution/s	• Appraisal of plans • Monitoring and supervision • Evaluation

Role of Community and civic society

Institutions	Role and function
VEC/PTA/MTA	• Participate in resource mapping and use community influence to make available the curricular resources of the community • Take the responsibility of implementing mid- day-meal and escort services of girls to school wherever required.
Village Panchayat and GramSabha	• Develop Complementary and supplementary plan of the Village to support SSA within its boundaries • Provide support for enriching mid-day meal • Provide for escort services • Provide Early child care centers through ECCE and augment its functioning through local support mobilization on voluntary or honorary basis.
Non Govermental Organization including women organization and self help groups, youth organizations	• Awareness and civic education in the context of Panchayati Raj • Motivation and sensitization of teachers and VEC members on issues related to EFL in their community mobilization programs • Develop public opinion to sensitize administrative structures towards legitimate education related demands of local level units
Teacher Association	• Develop and sensitize teachers about code of conduct • Organize training programs through its academic wing to teacher leaders on the role and responsibility in delivering EFL • Conduct Educational melas and exhibition to promote excellence in professional practice • Organize public mobilization programmes for sensitizing the needs of schools and teachers

General Recommendation: 1.Teacher organization should be represented in all coordinating committees and groups

2. Teachers' time should be utilized only for education related activities and not for civic administration.

5. THE ROAD AHEAD

National Consultative Meet on Education for Life under
Sarva Shiksha Abhiyan
(27-29 November 2002)

(FOLLOW-UP ACTION)

THE ROAD AHEAD

(Action Points for Implementation)

I. DRAFT RESOURCE MATERIAL:

○ Preparation of a Draft Resource Material on Education for Life – based on the Theme Paper the deliberations of the conference. The sections of the Resource Material would be as follows;
  I. Concept definition
  II. Education for life long learning
  III. Education for Life Skills
  IV. Education for **decent** living/ livelihood
  V. Identification of life skills – about 12 concrete skills for elementary education (formal and non-formal stream).
  VI. Action for implementation

(Life skills identified would be incorporated in the teaching-learning process and the curriculum in general – **only about a dozen core skills to be identified initially**).

○ The above document would be termed as Draft Resource Material, containing the skills, the transactional modalities, evaluation processes and teacher preparation strategies.

○ This Resource Material would be translated into all the regional languages.

II AWARENESS GENERATION AND ORIENTATION:

Preparation of a National Resource book for massive orientation and awareness generation programme would need to be undertaken. Awareness generation could be in the form of regional conferences in four regions covering SCERTs, NGOs, SSA State personnel, IASs etc. Orientation would need to follow a cascade model initially with the national resource institution (NCERT) providing orientation to SCERTs for its further dissemination. This could initially be done on a small scale. Three SCERTs would be identified for **initial implementation**.

III.   NEED ASSESSMENT:

Even as the awareness generation and orientation goes on, a Need Assessment to asses the needs of children/adolescents in EFL would be undertaken. A simultaneous assessment of locally available resources (natural, physical, human and material) would be required to implement EFL. This would be done through involvement of state and district level functionaries, with NGO assistance.

IV.   CAPACITY BUILDING:

Large scale capacity building requirements would need to be met. They would in the following areas:

   a) Curriculum Planning and development of area specific teaching-learning materials for EFL.

   b) Development of learning modules, supplementary materials and pre-vocational skill materials for the EGS/AIE sector.

V.   TEACHER EDUCATION:

The concept of EFL, its transactional modalities and evaluation procedures would become part of the pre-service and in-service teacher education. Teacher educators would also be trained. Existing teacher training programmes could be reviewed to integrate the EFL component. Qualitative evaluation procedures would receive special attention in teacher training.

VI.   IMPLEMENTATION IN SCHOOLS:

It would be impressed in awareness campaigns that EFL **is not an add on to the curriculum.** EFL is inherent in the core subject areas as well in the co-scholastic areas like the Art of Healthy and Productive Living (AHPL) , its related components at the upper primary level. The identified 12 skills would be integrated in the transaction of the subject areas of the elementary level. **Onsite training would be**

provided to teachers to **integrate EFL with curricular areas** either through available or improvised teaching-learning materials. The link would be as follows:

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┌─────────┐                      ┌─────────┐
│ SCERTs  │                      │ Teacher │
└─────────┘                      └─────────┘
     ▲                                │
     │                                │
     │                                ▼
┌─────────┐                   ┌──────────────────┐
│ DIETs   │                   │ Cluster Resource │
└─────────┘                   │ Centre           │
     ▲                        └──────────────────┘
     │                                │
┌──────────┐                          │
│ Block    │                          │
│ Resource │◄─────────────────────────┘
│ Centre   │
└──────────┘
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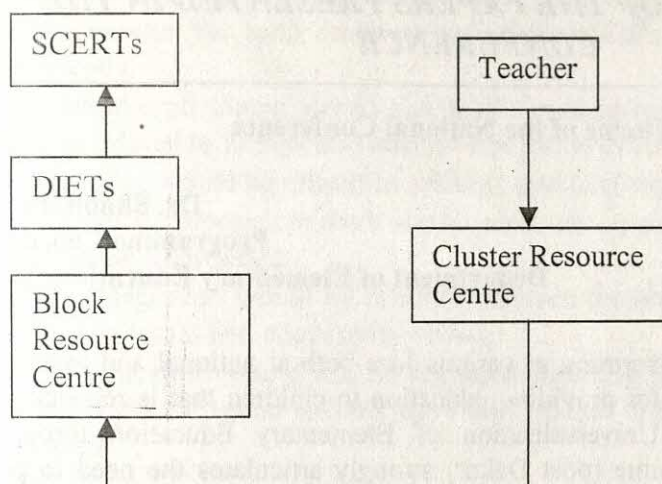
VII. MONITORING AND INTER-SECTORAL COORDINATION:

Academic monitoring would have to be undertaken by the institutionalized systems created for the purpose under SSA. Monitoring mechanisms and systemic evaluation indicators would be identified in the context of EFL.

VIII. ELICITING COMMUNITY PARTICIPATION:

For the successful implementation of the concept of EFL in the curriculum and its integration into the system, community acceptance and approval are essential. Village Education Committees (VECS), Panchayati Raj Institutions (PRIs), Parent Teacher Associations (PTAs) and Mother Teacher Associations (MTAs) would be effectively utilized for awareness generation and implementation. Teacher associations would also be involved. Orientation of PRIs, VECs, MTAs, PTAs would be taken up on a large scale initially and then periodically on EFL.

IX. RESEARCH STUDIES:

Once EFL heads towards implementation, acceptance and integration into the system, research studies could be attempted. They could focus on:

- Behaviour modification studies
- Evaluation of skill acquisition in children
- Case studies of good practice for wider dissemination.

II. FULL TEXT OF THE PAPERS PRESENTED IN THE CONFERENCE

(a) Theme of the National Conference

Dr. Shabnam Sinha,
Programme Coordinator,
Department of Elementary Education, NCERT

BACKGROUND

Extensive discussions and brain storming at various fora both at national and international levels have emphasised the need for providing education to children that is relevant to life. The international initiative of Universalisation of Elementary Education through the Education for All (EFA) programme (post Dakar) strongly articulates the need to provide elementary education to all that is of a satisfactory quality and **relevant to life.** Education for life or education that is relevant to life needs to equip young people to face emerging challenges of survival, globalization, health and an awareness about one's rights in the correct perspective. The Parliament of India through its 93rd Constitutional Amendment has made education a fundamental right. In order to reap full advantage of this it is imperative that the education provided be linked to acquisition of life skills and life long learning to equip the individual with cognitive, emotional, social, psychological and motor skills to face the challenges of life. This would make the compulsory education provision productive even to those children who, for socio economic reasons may drop out after the completion of Grade VIII

On the national scene various efforts in the elementary sector have culminated into the launch of the 'Sarva Shiksha Abhiyan', the national programme to achieve universalisation of elementary education by 2010. The SSA professes to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. The SSA aims at providing useful and relevant education for all children in the age group 6-14 years by 2010. The SSA defines useful and relevant education as "a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their potential both spiritually and materially." (SSA Framework for Implementation, DEEL, MHRD GOI)

Providing relevant education or education for life is not an altogether new area of endeavour. Significant efforts have been taken up in the country in the past for provision of education for life skills rather than education for mere cognitive and intellectual development. The major initiative into the life-skills approach to education was the Basic Education Programme (1937 - 61) or the Wardha Scheme of Education of Gandhiji. It was essentially education to equip the learner to face life through knowledge; training in good habits; socially useful behaviour for citizenship; dignity of manual labour; and all round development of body, mind and spirit.

The concept of Basic Education of Gandhiji as defined by the Zakir Hussain Committeee comprised of the following aspects:-

- Basic education is an education *for* life and *through* life, through productive, creative and socially useful work.
- Essential teaching of a basic craft was an integral part of productive work.
- The aim was the total development of the child's personality including productive efficiency.
- The basic craft taught would essentially contain maximum educational potentialities and be related to intellectual content and social environment.
- Knowledge would be related to activity, practical experience and observation.
- Emphasis on productive work would not mean ignoring study of books which provide systematic knowledge.
- Close integration would be effected between the school and the community to foster values of social and cooperative living.
- Basic education would not be regarded as being meant exclusively for rural areas. Basic crafts for urban schools were also needed to be identified and integrated in the syllabus.

However, the programme could not be sustained inspite of its sporadic implementation, due to various factors.

THE SCENE TODAY

Education for life is based on a fundamental assumption that education goes beyond mere transmission of information. It is aimed at an all round development of the learner with interface between cognition, emotion, skills, and psycho- motor readiness for right 'and appropriate action. It would also include inculcation of values for personal and social development. The life skills approach focuses on knowledge, attitudes and behaviour that support individuals in taking a greater responsibility for their own lives. This would lead to promotion of positive knowledge, attitudes and skills for risk reduction, making healthy life choices, resisting negative interaction, negotiation, sustaining pressures and making life socially and economically productive. The National Curriculum Framework for School Education (NCERT, 2000) very categorically mentions that; " Education ideally must prepare students to face the challenges of life. For this, it needs to be intimately linked with the different life skills, the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life, by developing in them generic skills related to a wide variety of areas such as health and social needs." (P.17) Even the Delors Commission Report has emphasised that" Formal education systems tend to emphasise the acquisition of knowledge to the detriment of other types of learning; but it is vital now to conceive education in a more encompassing fashion. Such a vision should inform and guide future educational reforms and policy, in relation both to contents and methods." (Learning: The treasure within, Report to UNESCO of the International Commission on education for the Twenty-first Century, 1996. Paris, Pg.97)

The Delors Commission had formulated four pillars of learning;
(a) Learning to know
(b) Learning to do
(c) Learning to live together
(d) Learning to be.

These may broadly be explained as follows;

Learning to know	Learning to do	Learning to live together	Learning to be.
• understanding • knowing and discovering • intellectual curiosity • critical faculty • independence of judgement	• dignity of human labour • application skills • aptitude for team work • development of life skills • ability to communicate and interact with others • ability to negotiate skillfully. • anticipation skills • extrapolation skills	• discovering others-an awareness of interdependence of humans • mutual cooperation, cultural commingling social cohesion etc.	• freedom of thought • development of ones talents • aesthetic , artistic, scientific, cultural and social expression • working towards a rich and creative personality

These skills identified however are merely illustrative and not exhaustive as any effort at quantification of life skills would be counter-productive. The major emphasis would be on identifying some **core skills** which would be subdivided into **specific skills** that would be subject specific and target group specific. It would also have a **time dimension,** being future oriented, equipping the child with skills to face the present and the future with comfort and ease.

Education for life would imply the integration of all the above four areas into elementary education to prepare the child to face the challenge of life.

The National Curriculum framework for School Education of the NCERT has evolved a composite area called the 'Art of Healthy and Productive Living (AHPL) which has the express purpose of making education meaningful and relevant to life. It mentions that " Children will be provided with experiences to help their socio-cultural development with a realistic awareness and perception of the phenomena occuring in the environment" and activities would be provided related to " music, dance, drama, drawing and painting, puppetry, health and physical education, games and sports, yoga and productive work' (Pg. 47-48). This would be done using an integrated approach with locally developed curriculum and materials.

The life skills approach would be especially significant in providing meaningful education to the difficult to reach disadvantaged and marginalised sections of the society, where it would be linked to the area that Delors Commission Report mentions as " Learning to do". This section had addressed itself to the issue of the "question of vocational training: how can children be taught to put what they have learnt into practice and how can education be adopted to future work when it is impossible to foresee exactly how that work will evolve?". The commission has identified it as the ability to develop competence for transitioning

towards generic skills i.e. 'life skills' to perform a task well "through the ability to communicate, work with others, and manage and resolve conflicts which is becoming increasingly important". (Delors Commission Report. P.90)

The SSA encompasses within itself the Education Guarantee Scheme and Alternative Innovative Education (EGs/AIE) scheme designed for the 'out of school' children through part time, non-formal education. The EGS/AIE broadly supports interventions for (a) setting up of schools in school-less habitation, (b) mainstreaming out of school children through bridge courses, back to school campus and (c) strategies for specific, difficult groups who cannot be mainstreamed. It is against this scenario and target group that education for life needs to be viewed, to ensure that curricular area identification and transactional processes for alternative systems be seriously explored.

TOWARD A DEFINITION OF "EDUCATION FOR LIFE SKILLS"

Education for life skills can broadly be defined as imparting those skills that help children to translate knowledge, attitudes and values into actual abilities - to know *what to do, when to do*, and *how to do* in real life situations. Life skills are *spatial* i.e. they vary across cultures and regions. They are also *temporal* i.e, their relevance varies with variation in time and the same skills may not be uniformly useful for all times to come.
Education for life would have four components;

EDUCATION FOR LIFE

THE LIFE SKILLS	THE CURRICULUM AND THE CONTENTS	TRANSACTIONAL MODALITIES	THE CONCEPTS
• Interpersonal • Self Awareness • Value inculcation • Decision Making • Stress and Risk Management • Socially and Economically Productive Skills • Negotiation Skills	• The Curriculum (formal and alternative) • The Syllabus • Instructional Materials Preparation • Approaches for integration with subject areas • Evaluation Procedures • Teacher Preparation	• Child centred • Participative Collaborative learning • Application based • Unconventional progressive methodologies	• Spatial • Temporal • Local specific • Culture specific • Community based.

The SSA focusses strongly on key managerial issues like institutional reforms, social audit through community ownership, institutional capacity building (national to sub-district level) and improving mainstream educational administration. Imparting education that is relevant to life would need to be viewed against this backdrop to ensure institutional networking and identification of responsibility centres.

Against this educational scenario, where considerable and serious deliberations need to be undertaken to identify, define and explain componental aspects of education for life, the NCERT has planned a "National Consultative Meet on 'Education for Life' in *'Sarva Shiksha Abhiyan'*. This Meet is being organised at the instance of the Ministry of Human Resource Development as a part of the UEE initiative under SSA. The objectives of this workshop are;

(i)   To explain the concept of education for life in the context of SSA.

(ii) To identify the strategies for implementation of the concept of education for life (including programming and monitoring at various levels of administration.)

(iii) To delineate roles and responsibilities of governmental and non governmental organizations at different levels of administration.

(iv) To explore modes and mechanisms for mobilization and effective utilization of resources.

(v)   To evolve a time bound national plan of action for implementation and monitoring.

The National Meet would be conducted in a mode of a three day national conference. Eminent educationists, NGO representatives and education practitioners would be expected to participate. The seminar would be divided into sessions on various thematic areas. There would be presentations, macro group discussions, micro group work, focus group discussions and panel discussions. The outcome would be recorded by rapporteurs from the NCERT. Group recommendations would also be recorded for future policy formulations and curriculum renewal / change processes. The Report would be brought out as an NCERT-MHRD, Govt of India collaborative national report.

(b) Some Models of Learners-centred Elementary Education to Impart Life-skills and the Emerging Trends to be Addressed

Prof. John A.Joseph
Former Director
State Resource Centre
Tamil Nadu

In fact, we have a plethora of material written on any facet of education we can imagine and there has been no dearth of research activities, experiments, high level consultations and formulations of strategies for improving the educational system. Everything is somehow lost during implementation. My intention in this paper is to cull out some models that have been tried at various levels and present them along with the emerging trends portended by the signs of the times in order to trigger our creativity for emulation and innovation.

Any meaningful educational system should have learners as its primary focus and should challenge all learners to achieve their personal best. It should be based on strong community support and parent involvement, on the concept of learner-driven learning. This philosophy translates into all aspects of the students experience at school. The program should offer students enough structure to meet academic standards but with flexibility to allow greater concentration in areas of their own interests and aptitudes.

Moreover, we are living in a fast changing world which churns out challenges untold, for the future generation to tackle or perish. We are continually being reminded that we must prepare students for their futures and jobs that do not even exist today. Change in our society is rapidly increasing our need to be flexible. This makes it imperative for us to change our educational institutions to cope with the changing scenario.

Let us now look at some of the experiments catering to special needs of learners with a view to imparting specialised life skills.

Krishnamurti Foundation India (KFI)

The KFI, with its headquarters at Vasanth Vihar, Chennai, has under its umbrella seven educational centres in India: at Rishi Valley in Andhra Pradesh, Rajghat in Varanasi, Mumbai, Bangalore, Chennai, Uttarkashi and Pune. Similarly there are educational Centres at Brockwood Park in England and at the Oak Grove School in Ojai, California.

" A school is a place where one learns both the importance of knowledge and its irrelevance. It is a place where one learns to observe the world without a particular point of view of conclusion. One learns to look at the whole of man's endeavour, his search for beauty, his search for truth and a way to living that is not a contradiction between conclusion and action. It is a place where both teacher and the taught learn a way of life in which conflict ends," says J.Krishnamurti.

The intention: A Krishnamurti school concerns itself with education of total human being. Knowledge and intellectual capacity alone are not sufficient to meet life's challenges. Learning to enquire, to look at oneself, to relate with other people and the earth, is the core intention of the School.

A Krishnamurti school is a constantly questioning, evolving institution. It is imperative therefore that parents and students understand and appreciate the intention of the school and actively participate in the movement.

The vision with which the school works is that a student who approaches the final year in school would have formed certain qualities:

- a sense of integrity, dignity and confidence to face life's challenges;
- a sensitivity to relate rightly to the earth and to all life;
- an ability to learn on one's own and the responsibility for learning;
- the capacity to make choices of future activities in consonance with one's deepest predilections;
- the intelligence to remain a sensitive human being with openness.

Methodology: The Junior school (classes 1-4) is in a Mixed Age Group (MAG) context. The MAG classroom has 20-25 students of ages ranging from five and a half to nine, with one anchor teacher. The school's intention has always been to discover and nurture motivation for learning. The junior school programme is designed to facilitate self motivated learning. The MAG also encourages children to learn from each other.

The teaching-learning processes facilitate understanding, exploration, investigation and creativity. It is expected that students engage with the subject they study and take responsibility for their living as they grow older. Lectures, projects, whole class and small group interactions, drama, discussion, audio-visuals, laboratory work, field trips and reference work are some of the varied methodologies adopted by the school.

Student progress is assessed systematically and continuously. Evaluation is comprehensive, non-comparative and points of possibilities for growth. Parents receive reports twice a year. Students and for Middle and Senior School. Self-learning is given emphasis. Reading and understanding, sourcing information and applying the information gathered are part of the learning process at KFL.

Group work is another area of importance. They are taken to the farm house with just the basic amenities where they have to live together taking care of themselves including cooking for themselves. They understand life at various perspectives.

Once a year they are taken to a place where some complex problem is dealt with by action group, NGOs or others like the Narmadha dam site. The students go there, interact with the people involved and try to find for themselves the complexity of life problems and the difficulty in arriving at easy solutions.

Physical education: They play football, basketball, cricket, volleyball, badminton and participate in camps, treks and matches.

Art, craft, music and dance: Complete education is impossible without educating the soul and the heart and encouraging various forms of expression. In junior school, student learn a wide variety of skills and to express themselves creatively. In the later years students opt for activities which include art, weaving, carpentry, instrumental and vocal music, home craft and dance.

Culture Class: Teacher and students hold discussion on themes relating to life-into the questions of fear, pleasure, hurt, ambitions, co-operation and responsibility at various levels of understanding. The everyday experiences of the children in the peer groups, in class, at home, and from the media form context for such exploration. These discussion are vital to the growth of the child.

At the completion of the course the students are found to be able to do a variety of things. They think before doing anything or taking a decision. They are able to find happiness whatever they do or whatever way of life they choose. They are able to interact with others, articulate their ideas and understand other people's point of view.

Padma Seshadri Bala Bhavan, Chennai

The outlook and market research agency Cfore (Centre for Forecastng and Advisory research) recently surveyed the country's best schools in six cities and ranked the padma Seshadri Senior Secondary School, Chennai, second among the seven 'finest schools' in the country.

At a time when most children were going to missionary schools in Chennai, Mrs, YG Parthasarathy felt that Indian children needed a school that propagated Indian culture and practices. When she visited USA in 1976, she found that there were no exams conducted till the public exam level. "We were the first to bring about a change. We eliminated exams up till the eighth Std level but gave weekly cycle tests, " says she. The school does not award ranks, only grades. "Our emphasis is on imparting survival skills and testing through assignments and work sheets. We do not believe in corporal punishment. We advocate assertive discipline," says the Director.

Constant innovation is the buzz word at PSBB. The teacher are encouraged to try new technique of teaching with the aim of making learning an enjoyable experience. Project based study is given a lot of importance. Likewise, classical music and dance, drama, yoga, meditation, prayers and pilgrimages are integrated into the education system. A host of other social, religious and intellectual activities are a part of the curriculum, in which the teachers are also actively involved.

From imparting Indian culture and values, to modern education, from its emphasis on the arts to IT education, the PSBB school has come a full circle. It is its all round training methodology that has won it an enviable place in the educational map of India.

"Seventy five per cent of our teachers are parents of our existing or one-time students. We started a Teachers' Centre and roped in parents of our students to teach our children. They tr4ained with us and became convinced about our teaching methodology. Many of them went on to their B.Ed. and have joined us. We also send our teachers to other schools to observe their teaching techniques," says Mrs YGP.

The golden triangle- parents, teachers and students-has helped to build a successful institution. Parents trust the school with their children, teachers have earned the implicit faith of children and students have been wiling to learn and adapt. The dedication and commitment of the teachers is chiefly behind the success.

While tackling the formal syllabus the life skills are imparted all the way from the junior classes. "We teach them even the simple things like how to climb the staircase," says the Director. The class leader makes sure that the students wear clean clothes and are well groomed. There are innumerable clubs that take care of developing extra skills.

In the morning Assembly where the students spend about twenty minutes, a number of activities are performed from singing songs, reciting mantras to felicitating the students who have won laurels.

Brain Gym is conducted to activate both the hemisphere of the brain. Meditation and Yoga create a peaceful atmosphere at the very beginning of the day at school. The Vedic Heritage is instilled in the minds of the students.

Group activities are encouraged as a learning process. Every class has a cool-off corner and students who are emotionally worked up have to cool off in the corner. It only shows that students are trained to be aware of their emotions and controls them when necessary. Lateral thinking, mind mapping, compassion, ahimsa are among many qualities and skills developed in the school. The school boasts of Maths lab and English Lab along with Computer Lab and Science Lab.

Bala Mandir

'India is my responsibility' is the key to the formation. Children of slum dwellers and the inmates of the orphanage housed in the campus are the students of this school. Education here starts with health and hygiene. Parenting is another area Bala Mandir has been researching and the fruits of the research are made the best use of by disseminating the ideas among the mother and young women.

The school makes use of multimedia kits for imparting education and life skills.

Every Festival of the country is given theatrical representation and the students enact scenes to depict the Festivals and their origin. The costumes are produced by the students themselves with the guidance of the craft teacher.

Montfort School, Maramangalam, Yercaud

Maramangalam is a hilly area in Salem District. Bro, George of Montfort Brothers runs a school on the hill top for the benefit of the children of the surrounding hills giving them life skills on par with any quality English Medium School. Children from the radius of about eight kilometres come to school on foot in spite of the regular Government schools established in many places.

The children are provided lunch and some refreshment in the evening. The school closes at 3.00 pm as the children have to walk quite a long distance to reach their homes. The school teaches the student life skills that are needed to survive in the hilly area.

A Gifted Children's programme in Beijing, China

Gifted students specially selected for this program complete the regular eight years of elementary and secondary education (grades 5 to 12) in 'four years'. At the age of 14, they are admitted into universities for undergraduate studies.

Identifying gifted students at an early age and educating them as a group apart from nn-gifted students have been practiced for a decade by the 'gifted program' in Beijing, the people's Republic of China. The program faculty and school administrators combine efforts to create a scientific approach to identify gifted students, design a curriculum to match the characteristics of gifted students, and establish a balance between students' intellectual development, sound health, and character education. Compared to the national average of 40% of high school students admitted to post-secondary institutions, more than 90% of students graduating classes of the Beijing gifted program have been admitted into universities for undergraduate studies; and more than 20 of them are pursuing graduate degree abroad, mainly in the Unites States.

Faculty and students engaged in this programme effuse pleasure and satisfaction. Faculty embers hold high ideals as indicated by Mr. Chen: "We are preparing our students to compete in the future world." The former principal's ideal goal for each student-"Lofty aspirations, all-round qualities, solid foundations, and unique specialty"-is reflected in the programe. Educating gifted youngsters within the structure of a special class and with a systematic curriculum is the program's mission.

Sci-fi School

A New Jersey teacher shows how movies and TV programs can teach us science. How cool would it be spending science class watching movies, cartoons, and episodes of Star Trek and The Simpsons? That is what the students in Daryl Taylor's classes do. Taylor teaches at Willamstown High school in Williamstown, N.J.

Taylor shows his studies movies and Tv programs as a way of teaching them scicnce. He encourages his students to pick out scientific errors while watching the shows. When they spot the errors, students call out to him. Taylor stops the screening, and the class discusses what they have seen.

"I want my kids to take a close look at thing," Taylor told Current Science. "At the beginning of the year, they never thought about movies and TV. They just blindly let it all come in. By the end of the year, though, some kids are pointing out stuff even I did not notice."

The hard truth? Taylor admits that not every student of his likes his approach. Some have even accused him of taking the fun out of entertainment. They have told him, "Oh, thanks a lot! Now I can't even watch cartoons without yelling at the TV, 'Hey, that can't happen!'"

Schools without walls

In 1969 the Parkway School in Philadelphia and Community High School in Berkeley became the first two schools without walls. Both featured a program of community-based learning experiences and incorporated community resource people as instructors.

Philadelphia Parkway, the more famours and more durable of the two, was financed initially by a Ford Foundation grant. The first year the school enrolled 140 student. By the second year it had expanded to three units of 160 students each. Within each unit or community, tutorials of sixteen students, a teacher, and a university intern were established. Tutorials met four hours weekly for counselling and basic skills instruction in language and math. The remainder of a student's time was spent in required coursework for graduation taught by parkway staff and in electives and independent study using the 'city' as the curriculum. Classes were located in various business centres, banks, museums, and commuity agencies and were taught a large part by 'community resource people'. Students worked toward credits rather than toward grades. They also shared in school governance through weekly town meetings in each unit. Philadelphia Parkway caught the imagination of educational reformers and for many became the symbols of public alternative education. Other schools without walls followed: Metro High in Chicago, Shanti School in Hartford, City School in Madison and Walden II in Racine, Wisconsin. By 1972 'schools without walls' had become the most popular option, comprising 22 per cent of public alternative schools.

Schools within a school

Schools within a school was an innovative option developed primarily at the secondary level to break down the size and numbers of large comprehensive high schools into more

manageable and humane units. In 1969 Pilot School was created in Cambridge, Massachusetts, within the regular comprehensive high school. Pilot School provided a more informal learning atmosphere with an emphasis on cross-cultural education for its 200 students, who had had difficulty adjusting to a large urban high school.

The most ambitious and the best known of the school within a school was established in Quincy, Illionois, in 1972. Quincy Ii High School enrolled 1,500 students in a complex of seven schools within a school. Each school featured a program designed to match students' learning styles and interests. Students could choose from programs in fine arts; special education; traditional career, or individualized study; work-study; and flexible modular scheduling.

Schools within a school were also developed at the elementary level. In 1969 a group of parents in Arlington, Massachusetts, dissatisfied with the traditional elementary school their children attended, lobbied successfully for open classrooms, initially in grades K-2, to parallel traditional ones within the school. As their children moved into the intermediate grades, the open classroom option was expanded to include all grades. In 1973 parents in Cupertino, California, also lobbied successfully for an option within the district's elementary schools. This time the option desired was a conservative one. Parents were able to have "academic-plus" classrooms established within several of the regular elementary schools. These classrooms offered a more academically structured and disciplined approach to instruction, including a dress code, regularly scheduled homework, few fieldtrips, and a teacher-centred approach to instruction.

Multicultural Schools

Multicultural schools were designed to serve students from a variety of ethnic and racial backgrounds with curricula that emphasized culture. Classes in Black and Chicano studies, Swahili and Spanish, international cooking and folk dance were integrated into the traditional curriculum. Coursework in human relations was another important component of these schools.

Continuation Schools

Continuation schools provided an option for dropouts, potential dropouts, pregnant students, and teenage parents. They were designed to provide a less competitive, more individualized approach to learning. Programs varied but usually include individualized learning packages, contracts, non-graded or continuous progress and behaviour modification techniques.

Learning Centres

Learning centres provided special resources and programs concentrated in one location. Centres existed for both elementary and secondary students. Most centres at the secondary level were vocational or technical in nature and included career awareness and preparation. Elementary centres typically offered enrichment programs to attract students for part of the day.

Fundamental Schools

Another option within public alternative schools was introduced in the mid-1970s and became extremely popular throughout the remainder of the decade. That option was the fundamental, or academics-plus school. This type of school was created as a conservative alternative to the more progressive or liberal options that had typically characterized alternative schools. Parents and school officials who were uncomfortable with some of the

experimentation in public education lobbied for an option that emphasized a back-to-basics curriculum and teacher-directed instruction.

Magnet Schools

School desegregation was the impetus for the development of yet another option in public education. 'Magnets' were schools that received additional funding and resources to provide distinctive programs of study or special curricula in order to attract students from all racial groups within a school district and thus promot 'integration'. Like the learning centers that preceded them, magnet schools concentrated resources in one location and usually featured a theme or area of emphasis.

All the models we have seen so far only show us the enormity of the problems we are faced with. No model is adequate and there is no end to experimenting and innovating. Now let us look at some of the components that could help us to formulate our ideas for redesigning our school education

Connecting the curriculum

Schools must forge links between what students learn in school and the real world. Many studies show that new knowledge is understood and retained more effectively when it relates to the previous knowledge. Likewise, teachers are more effective when they demonstrate the links between new learning and something previously taught. The old provides a context for the new.

For schools to be effective, however, there is yet another link that needs to be forged, and that is the link to the real world. According to David Souza, author of **How the Brain Works,** studies show that students "are not successful in recognizing how the sills and knowledge they learned in school apply to new situations they encounter outside of school."

Souza goes on to say," The more information that students can transfer from their schooling to the context of everyday life, the greater the probability that they will be good communicators, informed citizens, critical thinkers and successful problem solvers."

Life Skills in the Classroom

The move from an industrialised society to an information society necessitates a rethinking of the curriculum in its function of preparing young people for their future.

Though the old basic skills are still necessary, we need to add to them the new basic skills-Portable Life Skills-that can be applied in a rapidly changing world of work, and that career guidance must be reformed to emphasise the development of a variety of skills and adaptable personalities.

Futurist Alvin Toffler proposed three waves in the development of manking. The first wave was a move from itinerant pastroal to sedentary agricultural; the second was a move from agricultural to industrial. The third wave is on us, as we move from the industrialized society to the information society. The drum beat of high technology, robotics, fibre optics, telecommunications, super conductors, bio technology, and electronics reverberate around us with messages that the future isn't what it used to be. It will be a future based on advanced technology and information processing. The shift will bring the development of new values,

new relationships, new ways of living out one's life, new sources of identity and esteem, new jobs and career structures.

Toffler argues that the transition from one wave to the next is always accompanied by great social upheavals and insecurity and all the signs are present in our society that we are in such an in-between stage now. Young people leaving the education system in the next decade are not at all likely to find access to the traditional job or career paths that have been there for previous generations. That new reality is affecting not only the young people facing the prospect, but also those who have the task of providing a relevant education for them in schools and colleges. Technological change and increasing unemployment are likely to be major promoters of educational innovation in our time, raising questions about the nature and relevance of current curricula, educational objectives and career guidance.

How will the future be different? Educators need to have an eye to the future. If we are preparing students for it, we need to have at least a vision of what it might be like, because the scenario we have is likely to shape our provision.

What we are experiencing, is a transformation in production and processing methods. Whether this should be the case, or how we as a society might cope with such a transformation, is for debate elsewhere. However, it raises questions about the style, content and value of current education provision.

The Emerging Trends

While experts disagree on the rate and extend of coming social, technological and economic changes, they do agree on the following trends:

Trend1: Towards an automated information society from a worker intensive industrial society

Continual change in the economy is certain, with labour intensive industrial and agrarian societies becoming less labour intensive automated information societies. This will cause profound, and continuing changes in the nature of work and the skills required to do it.

Trend 2: The hi-tech-high touch paradox

The impersonality of a hi-tech society will generate a demand for more satisfying personal relationships.

Work will become more specialised, standardised, synchronized and centralised as it becomes more related to the technical means of production. Where these characteristics exist, work can lose its meaning, and workers in these work environments can become degraded. A more personal "high touch" corollary is needed to emphasise personal relationships, communication skills, to counter the technological basis to life, and the stress that it can bring.

Trend 3: New concept of unemployment, and the demise of the past work ethic

When the electronic circuit learns your job what can you do with yesterday's skills? The next generation faces the need to e able to cope with intermittent periods of unemployment, and to be willing and able to manage a variety of career patterns. Vertical career development will be replaced for most by staccato or horizontal career patterns. These will require flexibility, a willingness to retain and adapt at intervals, and will require individuals to consider lateral development or new starts as acceptable and attractive as gaining promotion. Recurrent

education and training, shorter working weeks, job sharing, jobs on short-term contracts, involvement in cooperative self-help ventures or self-employment, work in the voluntary sector, industrial secondments or sabbaticals, early retirement and flexitime will be the building blocks of individually designed and constructed careers. We need to be making a virtue now of diversity, flexibility, and individual initiative to produce adaptable, confident, resilient and resourceful future citizens and workers.

There may be more people than jobs available in the formal economy, but there is more work than people available if you know now to find it, develop it and make it work for you.

Trend 4: From state help to self help
As the welfare state becomes more expensive, the onus will be thrown back on the individual. Provision for old age, for education, for health is moving away from the state in many Western countries. As bureaucracies fail to deliver where help is most needed, individual resourcefulness, initiative and confidence come to the fore.

Trend 5: From representative to participatory democracy
People are demanding more say in how their lives are organised, and at a community level they want to be consulted in decision making processes. Hierarchical decision making and structures will decline and small group networking will replace them. Pupils, therefore, need to learn decision making skills, and relationships skills as well as processing the confidence and information to participate. A major element of this will be the greening of industrial and political decision making with pressure groups and local communities playing a strong role.

Portable life skills
The basic skills of literacy, numeracy, science and computer literacy are necessary but not sufficient as sole basic skills in the future "information society" . school must also equip students with general portable skills that will increase their chances of finding and keeping a job, of coping with a changing industrial structure, furnishing them with knowledge and skills to create their own employment and teaching them how to cope with unemployment.

Schooling must not only provide an education to earn a living but also education for living. Knowledge and academic attainment are not in themselves sufficient to guarantee a job. Being competent means having the ability to manage the tasks and challenges that life brings.

The new basic skills are portable life skills that facilitate success and satisfaction in a rapidly changing world of work. They can be applied in a wide variety of settings and involve:

a) **personal development skills:** how to communicate, from relationships, make decisions, be assertive, develop self-esteem, think positive, find and use information.

b) **survival skills to provide knowledge and skills if unemployed:** welfare rights, awareness of alternative employment, stress management, how to use community resources.

c) **contextual awareness:** technological changes, alienating effects of work, understanding alternative forms of employment such as self-employment.

d) **leisure skills:** positive use of time to develop new employability skills, how to study.

The whole purpose of these skills is to produce people who are self-motivating, reliable, able to relate, confident, decision makers, able to overcome adversity and be responsible, so that their academic knowledge can be deployed effectively. All these skills can be seen as relevant to an uncertain future for they:

a) stress the importance of communication and information processing, and learning how to learn.

b) prepare pupils for a flexible career and job structure involving retraining, possible unemployment, and entrepreneurial skills.

c) give students opportunities for learning how to make decisions and relationships and be socially responsible.

d) enable pupils to understand the values that permeate society and which they may hold, and how these influence the meaning they get from life, the identity they develop and the relationships they can form.

e) enable pupils to gain identities and esteem outside employment contexts in socially approved ways, and develop resourcefulness adaptability in the face of change.

Implications for schools

Schools will have to equip their pupils for the future so that as workers, citizens and homemakers they are competent to meet the cope with the many challenges that will place incredible demands on them. This requires:

a) schools to spread more awareness of where current economic, social and political trends are taking us.

b) that specific courses of life skill development be introduced to enable pupils to face change and challenge.

c) the realisation that everyone learns and teaches throughout their lives.

So schools themselves will have to alter in ethos and method and must adopt a multi-track model of career guidance emphasising the development of a variety of skills and adaptable flexible personalities as a key to success. We need a portfolio approach to careers preparing students for living a satisfying life, rather than " all the eggs in one basket" approach with its traditional focus on psychometric assessment, job specification and a subsequent once-and - for-all career choice.

Life skills are not an alternative form of education but a neglected aspect of formal education. They are not a substitute for geography, history, English literature and the like, but a complementary and necessary component of an all-round education that prepares students for living, working and coping with an ever changing future. They are complementary because they feed into, amplify and make more relevant existing subjects, and necessary because without these skills we will leave our next generation unable to ride Toffler's " tiger of change".

We cannot always build the future for our youth but we can build our youth for the future.

Children's views of the world in the new millennium

In focus group discussions children had plenty of insights to share with us. It is for your kind sharing:

- Things will changes all the time
- Lots of unemployment
- Not much work for the unskilled
- Large increase in population
- People will work shorter hours
- Robots in factories
- Self-employment will become common
- People will live longer
- Continuing inflation and high prices
- Computers will be very important
- Politics will remain an unsettling factor

Children's views on how to cope with the new millennium
- Learn practical skills
- Get as much education as you can
- Form firm friendships; you may need them later
- Keep informed and up-to-date
- Think about what work you can do on your own or with friends if there are no jobs to be had.

Life skills: *How to*
- Find information and resources
- Keep up-to-date and informed about the future
- Use community resources
- Use leisure time
- Communicate effectively
- Manage time
- Study effectively
- Make, keep and end relationships
- Be assertive
- Learn from experience
- Cope with unemployment
- Be positive about oneself
- Find a job
- Manage stress
- Make decisions
- Build and use a network
- cope with life transitions

Arguments for a conception fo career education as life education:

Need to
- Prepare students for a variety of adult roles
- Prepare students for an uncertain future

- Develop thinking skills
- Emphasise technical education
- Prepare students for new career patterns
- Offer an alternative work ethic
- Encourage entrepreneurial activities.

Psychological education: studying adolescents' interests from their own perspective

A study conducted in Israel, investigated the major areas of interest to Israeli adolescents. An instrument was developed to determine relevant psychological/life-skills domains. Factor analysis revealed nine clusters of variables reflecting the following concerns: self-destructive behaviour, close relationships, opposite-sex relations, school, military service, future vocations, physical fitness, social life, and health. Gender and age differences are discussed, and implications of the findings for the educational system are delineated.

Adolescence is a critical period in which significant changes occur both within the individual (e.g., physiologically, cognitively, psychologically) and externally (e.g., peer pressure, or moving from a small, neighbourhood-based school to a large, more anomic one). Such changes are challenging, often difficult, and occasionally very stressful.

The number and nature of the changes and challenges occurring during this period require adolescents to develop effective coping strategies. Specific risk and protective factors relating to youths' well-being have been identified and efforts to build on their strengths have been undertaken. For example, the pro-active approaches originating from community/ preventive psychology are geared toward fostering competencies. One such intervention that aims at promoting both psychological growth and adjustment to school is " psychological education". Psychological education attempts to equip students with the knowledge and skills needed for dealing with the difficulties encountered in the normal course of life. Although an array of empirically tested school-based programs are now available there are still issues that deserve attention.

Five clusters of life skills were identified: (1) occupational achievement, education, independence; the future; (2) personal relationships, communication, and ease of social interaction; (3) opposite-sex relationships; (4) knowledge about career, budgeting, and educational opportunities; and (5) personal and social responsibility. Planning decision making, and taking responsibility were found to be related to other items.

Task force for Adolescence, Tamil Nadu

Tamil Nadu ran a programme for adolescents with the initiative of UNICEF, Chennai, with SRC, Chennai heading the Taskforce for Adolescence. The key sector identified by the Task Force to address are:

- Education
- Health, hygiene and nutrition
- Personality development and empowerment
- Gender justice
- Improving career/employment potential
- Protection from exploitation and abuse
- Sports and hobbies
- Environment
- Citizenship
- Art and culture

In the pilot projects that were conducted the adolescents were formed into groups, where they democratically discussed and found solutions for their problems. Even dissemination of ideas was found to be effective in groups. The programme was run for the school-going as well as non school-going adolescents, both boys and girls. In Kanya Kumari District more than 5,000 adolescent parliaments were established.

Service learning

Service learning offers all students, regardless of their roles, many development opportunities. According to the Alliance for Service Learning in Education Reform, service learning is a method by which young people learn and develop through participation in organized experiences that

- meet community needs
- involve collaboration with the school and community
- relate to each young person's academic curriculum
- provide structured time for a young person to think, talk, and write about his or her service activity.
- provide opportunities to use newly required academic skills and knowledge in real-life situations
- are a practical application of what is taught in the school
- help foster a sense of caring for others.

Service learning is different form pure volunteerism because it involves a mixture of learning objectives and service. In addition, service learning provides structured time for students and other participants to reflect on the experience, and it given them an opportunity to apply their acquired knowledge immediately. Service can provide a structured opportunity for students to derive their own meaning from the course to which it is connected. It becomes another component of the course in addition to the assigned course content. The service experience and course objectives should enhance one another, and academic rigour should not be sacrificed at the expense of the service-learning project.

The benefits to students who participate in service-learning projects include opportunities for personal, social, and intellectual growth. Service learning can also prepare students for the world of work and can foster a sense of responsibility to contribute to society. The recipients of service learning benefit by receiving extra instruction and having a role model who is fairly close to their age.

Insights from a Democratic Institute in Hungary

It is wishful thinking to expect children to responsible citizens if they are schooled in a non-democratic environment which stifles the skills and attitudes on which responsibility depends.

In August 1999, a democratic institute was held in Hungary, with middle school teachers invited from Ukraine and Hungary. They participated in an eight-day institute to learn how to teach democratic principles to their students through actual classroom activities and methods.

This Hungarian experiment is a significant model to be emulated by other democracies because the appropriate stage to integrate the concept of 'Political Socialization ' into the child's curriculum is the elementary school stage.

Political socialization and middle school appropriateness: The period during which children become oriented towards the values, beliefs, knowledge, and opinions of the political culture can be termed as 'Political Socialization '. That period provide the basis for later behaviour as adult citizens. In a study examining the formation of political attitudes in 12,000 elementary school children in four regions throughout the United States, researchers Hess and Torney found that schools, opposed to family or peers, are "the central, salient, and dominant force in the political socialization of the young child" Furthermore, it was concluded that " the most striking feature of political socialization .... is the extent to which basic orientations have been acquired by children by the end of the eighth grade." Most important, "many attitudes, concepts, and types of involvement approximate toward the end of the eighth grade the attitudes and orientations of the teachers."

Democratic classroom characteristics
1.   Active participation
2.   Avoidance of textbook dominated instruction
3.   Reflective thinking
4.   Student decision-making and problem-solving choices
5.   Dealing with controversial issues
6.   Encouraging individual responsibility
7.   Recognition of human dignity
8.   Relevant curriculum

Teaching for wisdom: It's not what you know, but how you use it
Radovan Karadzic, wanted for war crimes committed in Bosnia, is, if anything, well-educated. He is a physician, trained as a psychiatrist. Unfortunately, he is not alone among war criminals in his attainment of impressive educational credentials: Many top-ranking Nazis were highly educated, possessing doctoral degrees of various kinds. Similarly, today's complete terrorist is not an uneducated young man yanked off the streets, but a well-educated, carefully trained weapon of mass destruction.

Traditional education, and the intellectual and academic skills it provides, furnishes little protection against evil-doing or, for that matter, plain foolishness. Smart and well-educated people are particularly susceptible to four fallacies, precisely because they are so skilled.

-    The egocentrism fallacy, whereby they come to believe that the work revolves, or at least should revolve, around them. They act in ways that benefit them, regardless of how that behaviour affects other people.

-    The omniscience fallacy, whereby they come to believe that they know all there   is to know and therefore do not have to listen to the advice and counsel of others

-    The omnipotence fallacy, whereby they come to believe that their brains and education somehow make them all-powerful.

-    The invulnerability fallacy, whereby they come to believe not only that they can do what they want, but that others will never be clever enough to figure out what they have done, or to get back at them.

The basis for out instruction is " balance theory" of wisdom: People are wise to the extent that they use their intelligence to seek a common good. They do so by balancing, in their courses of action, their own interests with those of others and those of larger entities, like school, their community, their country, even god. And they balance these interests over the long and the short-terms. They adapt to existing environments, or shape those environments, or select new environments to achieve ends that include, but go well beyond, their own self-interest. Because they gain a perspective both on themselves and on others, they are unlikely to fall prey to the four fallacies.

Our goal is not to teach values but to help children develop positive values of their own that promote social welfare. We try to give students a framework to develop those values- seeing things from others' perspectives as well as one's own, and thinking not just about one's interests but also about a common good. In some ways, our views are in contrast to those of many educational programs, which stress the acquisition of knowledge but not how such knowledge acquisition much more than the socially desirable use of that knowledge.

Teaching for wisdom means helping students to know what they know but also to know what they do not know, and even, at a given time, cannot know. Wise scholars realize that learning is life long, that there is not end in sight to what they can learn to broaden and deepen their work. Foolish ones may believe that they, and even they alone, have discovered " the truth," and as a result, stop growing intellectually from that point onward.

Teaching for wisdom also means helping students to think dialogically- to be able to understand other people's points of view, whether or not one agrees with such views. Successful negotiations of any kind, whether in a close relationship, a work environment, or an international setting, typically involve such an ability to see things as others see them.

Teaching for wisdom can be made part of any subject matter, because wisdom is a way of looking at the world, a vision that we have seen in such leaders as Mahatma Gandhi, Martin Luther King Jr., Mother Teresa, and Nelson Mandela. The wisdom displayed during the brief presidency of Mandela in South Africa stands in sharp contrast to that of Robert Mugabe, the president of Zimbabwe. both were resistance heroes against oppression, but Mandela brought his country out of a swamp of hatred and retribution, while Mugabe has entrenched his country more and more firmly within the swamp.

The current conflict in the Middle East is a good example of a situation where wisdom is sorely needed- where it is essential to find a path to some kind of common good that will benefit all parties to the conflict. Otherwise, the conflict shows no sign of every abating.

The world risks falling deeper and deeper into that swamp. Teaching for wisdom may be our best hope of pulling ourselves out of it.

(c) Concentration Development

A Primary Condition for Education for Life

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What is Concentration?

When we talk about concentration, people generally consider it to be a religious activity. This is a serious misconception. Although psychology textbooks do not define concentration, they use attention, which does not signify any mental functions, but is characteristic of all mental activities i.e. perception, learning, remembering and thinking. In this sense we have attentive and inattentive perception, learning, remembering and thinking. In this context attention has been described in various ways, for example, as a state of preparedness for the exercise of mental activities, as the quality of clearness or vagueness accompanying any mental function, etc. Thus there are various facts and processes which are associated with the span, distraction, fluctuation, shift and division of attention.

Concentration basically characterizes focused attention over a period of time. For our purpose concentration means sustained focused attention over a period of time during sensory observation, thinking or in performance of any activity. Hence, it is connected with the span of attention, diversion of attention, fluctuation of attention, etc. In the game of cricket, when a ball is thrown batsman focuses his attention on the ball while fielders focus their attention on the ball coming from bat of the batsman. The baler concentrates his mind on the throwing of ball as per a pre-meditated plan. At the moment of performing their activities they are totally unconcerned about what is happening in the gallery or in the skies with the audience around. At this point of time even a slight fluctuation in their attention may lead to batsman getting out due to poor and unwanted shots or a misfiling by a fielder.

UNESCO had set up a commission to suggest the nature of education in the 21st century. The report of the commission is generally known as Delor's report (1996) after the name of its president. It also recongnises the importance of concentration when it says.

"Learning to know presupposes learning to learn, calling upon the power of concentration, memory and thought. From childhood, especially in societies dominated by television, young people must learn to concentrate their attention on things people. The very rapid succession of items of information broadcast through the media and widespread habit of 'channel surfing' are harmful to the process of discovery, which takes time and involves going more deeply into the message received. Learning to concentrate can take many forms and make use of many different situations (games, periods of training in industry, travel, practical scientific work, etc.)."

Before we discuss the role of concentration in learning process, let us see a few scientific development in the last few decades which have totally altered our understanding of mind and learning process. We shall try to summarise them as follows:

1. Howard Gardener (1983) had suggested that there are multiple intelligence instead of one intelligence as was usually understood. Generally, following types of intelligence were identified.

- ✪ Verbal
- ✪ Logical
- ✪ Rhythmic
- ✪ Spatial
- ✪ Kinesthetic
- ✪ Interpersonal
- ✪ Intrapersonal

Later natural intelligence was also added. A necessary corollary of this theory is that each child has a unique learning style which comprises of a proper mix of different intelligence. A child may have pronounced spatial intelligence but poor verbal intelligence. Other child may be very good at kinesthetic intelligence, good in logical intelligence and poor in other intelligence learning style dicates the method through which child is likely to get maximum success in learning. It also indicates the possible areas of success in vocations.

At present, education system mainly caters to the needs of verbal and logical learning styles. Thus, children belonging to the other learning styles are less likely to get success. They are dubbed as failures and thus, become frustrated and dejected. If they are taught and evaluated through their own learning styles, they would have better rate of success and thus be motivated to do better in life. This necessitates development of teaching learning methodology including evaluation system taking consideration of the different learning styles.

2.   Another startling revelation of the last decade lies in the fact that we have two types of mind. One is the **rational mind,** which is the mode of comprehension we are typically conscious of. It is more prominent in awareness, thoughtful, able to ponder and reflect. On the other hand, we have another system of knowing impulsive and powerful, at times even illogical. It is referred to as the emotional mind. (Goleman, 1996, p9)

We often find ourselves deeply hurt over an so much so that we may even weep, but when someone asks the reason of weepning, we conceal it and say, "No, no, there is absolutely no problem. "This is our rational mind, coming out through words, but our emotional mind expresses itself through tears. **Rational mind thinks, while emotional mind feels.** This is what we had known since ages as 'head' and 'heart'. (ibid)

Le Doux's researches have shown that sensory signals from eye or ear travel first in the brain to the thalamus and then-across a single synapse-to the amygdala-the emotional brain. The second signal from thalamus is routed to the neocortex-the thinking brain. This kind of branching allows amygdala to respond before the neocortex, which mulls information through several levels of brain circuits before the full perception is complete and final response is prepared. As a result, anatomically emotional systems can act independently of the rational thinking system. Some emotional reactions and memories can be formed without conscious, cognitive participation at all.)ibid, p20) (see fig6)

One of the important researches in this connection has shown that in the first few milliseconds of our perceiving something, we not only unconsciously comprehend what it is, but decide whether we like it or not. **The emotional mind is, thus, far quicker than the**

rational mind. So, it springs into action without pausing even to think what it is doing.
(ibid, p21)

While the amygdala is at work in framing an anxious and impulsive reaction, another part of the emotional brain allows for a more fitting and corrective response. The brain's damper switch for the amygdala's surges appears to lie at the other end of a major circuit to the neocortex; in the prefrontal lobes just behind the forehead. This neocortical area of the brain brings a more analytic or appropriate response to our emotional impulses, modulating the amygdala and other limbic areas.

So far, our main emphasis in the educational field has been on the development of rational mind only. But goleman (1996) has highlighted that **it is not only just the IQ that matters for success in life. Intellect cannot work at its best without emotional intelligence. A person with high IQ may fail, if he does not have proper emotional intelligence.** We have innumerable number of instances, where very bright people could not succeed in life, because they couldn't maintain proper emotional control. **The complementarity of limbic system and neocortex, amygdala and prefrontal lobes are full partners in mental life. When they interact well, emotional intelligence rises, as does intellectual ability.** (ibid, p32)

This new research basically asks us to harmonise both what is traditionally understood as head and heart. In the educational field, this has serious implications. **We have to develop our education system in such a way that it takes care of developing intellect as well as emotions. We have to develop not only thinking faculties but feeling also.**

Mahatma Gandhi had emphasized the need of developing **mind, body and soul.** He advocated designing activities for the development of all these things together. That's why we see activities like prayers, maintenance of silence, etc. in daily routine of a school in the concept of basic Education. The concept of emotional intelligence basically reinforces the argument of Vivekanand, Gandhi and Vinoba Bhave, so far its implication to the learning system is concerned. It is said that about majority of our decisions are guided by emotional considerations. However, our learning system still doesn't pay enough attention to develop emotional intelligence. This is one of the reasons why educationally successful people may not be successful in actual life. This has resulted in improper growth of human personality leading to discontentment, anger, frustration, jealousy, social maladjustment leading to conflicts even severely violent, etc.

Indian traditional learning system had definite ingredients for development of emotional intelligence. In the context of life skills it is important to study them in depth and try to integrate them with the modern learning system.

Education for life

A child's innate qualities or potential is determined by the genetic disposition at the time of birth and the environmental factors in the initial period of life. Both these factors are responsible for determining the spectrum of multiple intelligence of a child. This spectrum regulates his/her learning behaviour. It also indicates the right learning strategy as well as the potential areas of success for the child. If the child's intelligence spectrum consists of rhythmic and verbal intelligence, then he/she may get more success if he/she gets learning

input through the media involving these two channels. In actual life situation, he/she would get more success in the vocations, where the skills require these two intelligence.

Thus, education for life should be totally child centred and should take into account the intelligence spectrum of the child. **Hence, education for life may be defined as developing those competencies, which help a person realize excellence as per his/her inherent potential leading to a physically healthy, socially conscious and creative, economically productive and spiritually enlightened life.** This can be operationalised by developing core creative competencies involved in creative learning process leading to education for life.

Core Creative Competencies

In order to identify the core competencies in the context of learning for life. We must try to understand the processes which can be helpful in developing this innate potential of children. For this purpose, let's see how information flows in the brain. According to information Processing Model, the information is received in the brain through different sensory organs. In the brain it is stored for short or long term interval. It is also processed in the brain either in the neo-cortex region (rational thinking) or in amygdala (emotional reaction) as per necessity. Thereafter, the reaction in the form of new information is formulated and communicated to different sensory organs or locomotor systems for appropriate action.

Looking from the learner's point of view and the nature of transmission of information to and from brain in the body system. We can identify following competencies as core competencies requiring attention for development. These competencies form the base of any creative learning ;process. Hence, they may be called **Core Creative Competencies (C^3)**

- Concentration
- Power of Observation (Development of sensory organs)
- Memory
- Productive Thinking

  - Rational Thinking
    - Convergent
    - Divergent

  - Emotional Management

- Power of expression/Communication

The importance of these competencies lie in the fact that they are the primary competencies involved in any activity performed by human beings. They are required for people in all vocations and at all places. Nature of information flow would be different in different persons. For example, a person may have efficient visual observation, but may not have good auditory observation. Some person may receive information through spatial mode and may not be very efficient in verbal mode. Similarly, power of expressions would be different in for different persons. A teacher may have to do lot of speaking and writing, while a musician would do more of singing and playing instruments. A farmer would do farming activities, whereas painter would be expected to do painting. In fact, power of observation and expression would depend on the learning style of the learner. Thus, the primary objective of

any basic education system should be to develop these basic competencies so that any set of information, which is going to be totally uncertain in the period of information explosion, could be handled with proficiency. This way we find that if C^3 are developed, a person would be able to perform any activity as per his/her potential in **actual** life situation.

C^3 and Four pillars of learning

Delor's report has suggested developent of four pillars of learning
  - Learning to know
  - Learning to do
  - Learning to live together
  - Learning to be

Now we shall try to examine whether these competencies cover all pillars of learning given above. Learning to know, basically, refers to learning the art of self-learning. As there is no limit to acquisition of information and one is also not sure which information is actually going to be useful in life, one should only master the technique of acquisition, storage and handling of information. Clearly acquisition and nature of information becomes secondary and making the learning system of a person efficient and effective becomes primary objective of any education system. If learners are able to master the above C^3 competencies, they would learn how to learn themselves. Thus, they would master the first pillar of learning. This way one can also learn the art of learning throughout life.

As outlined above, developing power of expression is, basically, learning to do. Depending on various vocational requirements learners should learn the art of performing the art of doing an activity with perfection.

Learning to live together means developing the art of emotional management. This part has remained the weakest link in our learning system. As we have seen that most of our decisions are taken on the basis of emotional considerations. Marshalling and channelising emotions in positive direction is the major challenge before the educationists today. At present, questions related to emotional management are left to be handled by family or society. This is a serious mistake. If we have to learn the art of living together, we must learn to master the art of managing our emotions. The education system should seriously attend it.

Learning to be is, basically, trying to get best out of one's ability to seek excellence. In the context of the scientific development outlined above it would be seen that learning style being different for different learners, one can realize one's potential only by learning through one's learning style. It also requires marshalling one's emotions towards positive direction so that one's innate abilities are fully developed.

So, we see that if we develop the above competencies, we shall be able to develop a person holistically. At the level of elementary education the primary consideration should be to develop these core creative competencies so that human beings are able to use their capabilities to the fullest extent. Mode of transaction of any subject or set of information should primarily keep this end in mind. If they are able to develop one or more of the above competencies, then only they should be pursued.

In this background we shall try to analyse the nature and role of concentration.

Role of Concentration

We have seen that information processing in brain takes place in three phases. We receive information through our sensory organs, store in our brain through some memory system, process those information and direct the locomotor system to perform certain activities. It is concentration which determines the nature and speed of movement of these information. If the person is in conversation with any other person on telephone, his attention is totally fixed on the auditory senses and thus he may not be aware of any other person entering the room. This is so because he is not able to receive information pertaining to the entry of the person in the room. His concentration being fixed on auditory signals, he is not able to pertaining to other senses.

Depending on different phases of learning concentration can be of three types
- ✪ Receptive
- ✪ Processive
- ✪ Productive

When the attention is focused on the process of receiving information through sensory organs, it is called 'receptive concentration'. When we hear music or look at an object attentively, we receive information through our auditory or visual sensory system. Concentration during this process is basically 'receptive concentration'. Without such concentration information flow to the brain would be slow and irregular. Hence comprehension and understanding would be low.

Depending on the involvement of senses in the process of reception, concentration can be of five types.
- ✪ Visual
- ✪ Auditory
- ✪ Olfactory
- ✪ Tasting
- ✪ Touching

These different types of receptive concentration actually refer to focusing of total attention towards that particular sensory organ. During the period of concentration the particular sensory organ is so activated that information to the brain starts flowing in through only that particular organ. The receptivity of other organs is put to rest as far as practicable. In an ideal situation only one sensory organ seems to work while others are totally dormant for all practical purposes.

These different types of concentration during reception are independent in their functioning. A person with better visual concentration may not have better auditory or sensuous concentration. Different animals have different levels of development in these different phases of concentration. A dog has an excellent smelling concentration. A crow, on the other hand, has an excellent visual and auditory concentration.

During the phase of processing attention is totally focused on the processing on information received through senses or an the ideas generated on its own. In this sensory organs are not

involved. Such concentration is seen in a person, when he is engaged in concentrating his mind on a thought or idea. It is seen in people who try to mentally solve difficult problems. In that case all senses are made totally dormant and mind concentrates on that particular thought. This kind of total concentration was seen in persons like Budha or Chyavan who had forgotten the sensory experiences during this phase of concentration. This is also achieved through the process of meditation, when a person fixes his attention on a particular idea for a long period of time.

When we perform any activity, the attention is focused on the production process. In this type of concentration organs involved in loco-motor system are involved. When a painter paints his entire attention is focussed on the movement of hand and brush. He may not be able to listen the voice of people in the neighbourhood.

This way concentration, basically, helps in properly screening and guiding the flow of information to and from the brain. It also in making available relevant information for processing during thinking and emotional reaction. *This way it helps in enhancing power of observation developing better and efficient memory, better and faster thinking ability and better presentation of ideas or effective expression. To a learner it helps in enhancing the speed of reading, better problem-solving ability, effective speaking and writing ability, better presentation in dance, drama, painting, and other methods of communication of ideas. Concentration helps in taking total command of the flow of information and thus is an important tool in management of one's own mind.*

Method for development of concentration

One of the important features of concentration is that training can enhance it. In Gita, Lord Krishna says,

<div align="center">

असंशयं महाबाहो गनो दुनिग्रहं चलम् ।

अभ्यारोन तु कौन्तेय वैराग्येण च गृह्यते ।

</div>

(Oh great warrier! mind is definitely naughty and is difficult to control, but oh Kunti's son! It is not controlled by practice and detachment.)

But, the real question is how we can do so particularly in the context of education keeping in mind different cultural situations. The answer may be found in ancient Yogic practices. Let's try to explore them. In Rajyoga concentration has been defined as holding the mind onto some particular object.

<div align="center">

देशबन्धश्चित्तस्य धारणा ।

</div>

In yoga Sara Upanishad the key to development of concentration was further clarified.

<div align="center">

यं कंचिद्विषयं वाह्माभ्यन्तरं वा अनुसन्दधत्यस्य चित्तैकाग्र्यं धारणा ।

</div>

(Dharana or Concentration is fixing the mind on an ideal or a point or object – either internal or external). It further says

<div align="center">

तैलधारावदनुसन्धाननैरन्तर्य ध्यानम् ।

</div>

(Dhyan or meditation is the keeping up of flow of one idea like the flow of oil.)
Clearly, fixing of mind on an object or idea seems to be the main method for development of concentration.

The real question may be as to how to select the activity or object for such fixing of mind. Here aptitude or nature of intelligence may be of great help.

* Identify the learning style of the learner
* Develop a learner specific plan based on his/her learning style.
* Choose an activity of one's own interest pertaining to the learning style of the learner.
* Pursue the activity with total devotion and involvement.
* Make an activity plan for

      ✪   Receptive phase (for each senses separately or jointly)
      ✪   Processive phase
      ✪   Productive phase
    Separately or together

* Make a graded plan of target for different phases of the activity based on Following principles.

Fine	→ Finer
Deep	→ Deeper
Difficult	→ More difficult
Large	→ Larger
Less time	→ More time

* Activity should be so designed that one is able to perform the task over a longer and longer period of time in each phase.
* Targets should be set in such a way that the learner is able to achieve it without much difficulty. Unattainable targets may dissuade him from making an attempt and without targets one may not have the requisite will to achieve more.
* It is not necessary to keep a charter of targets ready from before. Depending on achievements gradually higher targets should be set. **Enough time should be given for practice to achieve the target.**

The development of concentration require total internal tranquility, which may and may not be a product of external tranquility. There are persons who have shown highest level of concentration even amidst the noise of buses or trains. Napoleon used to solve mathematical problems to develop concentration even at the battle ground. In fact, inner tranquility requires total emotional control. It has been found that some saints had such a high degree of concentration during prayer that they didn't feel the pain of surgical operations. So, to develop concentration we must learn the art of emotional management including stress management. Thus, for development of concentration one is required to learn the proper art of living learning to cope up with anxiety and worry. **Unwanted anxiety and worry are greatest enemies of concentration.**

Internal quietness requires absence of total external disturbances. Although, one may be in an externally quiet situation but he may not be internally quiet. Internal physical pain or discomfort may distract one's mind. One may be internally disturbed due to hunger or other

physical discomforts. One may be internally disturbed due to the ailment of one's near and dear ones. One of the major causes for internal disturbance is anxiety and worry. It is a common experiences that when one is worried or anxious, it is extremely difficult to concentrate.

Internal quietness is a pre-requisite for concentration. It also requires total emotional stability. Even under adverse circumstances, people have maintained internal quietness by maintaining proper emotional control. As a matter of fact even adverse circumstances have been converted into great opportunity with the help of internal quietness and thus paved way for better concentration and innovation.

In Geeta Lord Krishna said,

नात्यश्नतस्तु योगोऽस्ति न चैकान्तमानकात ।
न चाति स्वप्नशीलस्य जाग्रतो नैव चार्जुना ।

"Oh Arjun the practice of yoga is not for him who eats too much or who does not eat at all, nor for him who sleeps too much or who keeps awake in excess. He who jis moderate in eating and recreation, moderate in his efforts in work, moderate in sleep and wakefulness, his practice of yoga destroys all miseries."

In the present age when children are getting more and more attracted towards television, they would be better advised to watch TV moderately, if they want to retain their level of concentration. Similarly, they must learn the art of relaxation and maintaining internal silence. Today, children are under terrible stress. Unless steps are initiated to properly manage their inner environment, we may have to face larger discontentment, greater violence, and largescale social disorder.

Exercises for development of concentration

Yogic principles enunciated above provide great insight into the nature of activities for development of concentration. One of the important features of these activities are that they are content free. Hence, they can be adapted to local conditions and are extremely useful in the context education for all. One should try to integrate them with ongoing learning activities-both inside and outside the school-of the children. For example, in classes children can do reading, counting without mistake on number game, while doing language or mathematics. This way they not only learn mathematics and language, they also develop concentration and self control. While during games, they can use number game, balancing games or Janak Yog for development of concentration.

The exercises are of various types

1. Exercises during classroom interactions: Reading without mistake, Counting without mistake, Number game, One minute games, etc
2. Exercises during games: Bouncing game, target games, One minute games, Number game, Janak Yog, Thiruvelluar Yog, etc.
3. Exercises at home: I earn Aripan, Tasty Tasty, Smell like a dog, Learn embroidery, Listen music, etc.
4. Exercises involving simple ybgic exercises: Yogic Asans involving various postures of animals and trees,
5. Breathing Exercises Brahmari, Concentration on geo-designs, etc.

Details of some of these exercises which given in the book **Art of Developing Concentration** written by Vijoy Prakash (1999)

6. **Visualisation Exercises (Adrishti Yog)**

Adrishti means *Antaric Drishti* or Inner visualization. These are mental image making exercises based on yogic principles, which help in development of concentration, imagination and emotional control. In these exercises children are taken to forced or self-induced imagination. The subject of imagination is generally taken from nature. In most of these visualization exercises learners are expected to either write or speak about their experience in prose/poetry/story form. They may also draw or paint pictures on the basis of their experiences.

i)   Self-motivational exercises: Future visualization (Bhavishya Adrtshti),Past visualization (*Bhut Adrishti*), *Pustak Yog*, Self visualization (*Swa Adrishti*)etc.

ii) Opposite visualization (*Viparit Adrishti*): *Vriksha Yog, Pakshi Yog, Pavan Yog, Samudra Yog, Gau Yog*

iii) Number visualization (Ank Adrishti): *Varna Yog*, Number game, etc

iv) Science visualization (Vijnan Adrishti): *Sharir Adrishti, antariksha* Yog, etc.

v)   Stress management visualization: *sahaj Dhyanb, Antar Mouna*, etc.

Some of these exercises are available in the form of audio-cassette *Adrishti*((Prakash, 2000).

Advantages of the exercises

The exercises help in development of better concentration, which also leads to better memory. It helps in increase of speed of reading and solving mathematical problems. It enhances power of observation and thus helps in better observational skills. One of the major advantages of these exercises is that they also try to develop both minds-rational and emotional and thus, ensures holistic development of mind. They help in self control, which is so crucial for success in life. It also helps in developing positive relationship with nature. The exercises also help in developing better decision making faculties, as they develop perceptions from different perspectives. The exercises ensures a series of successes gradually leading to the creative flow stage and thus helps in enhancing the efficiency of production. It also helps in increasing creative skills.

Conclusion

Learning for life requires development of a set of competencies, which help a person realize his innate potential by making the system of flow of information through the brain efficient. Concentration plays a major role in the efficient management of this information flow system. Ancient Indian yogic principles can be of great help development of new teaching learning methods in the context of learning for life. They can be used not only to transact usual syllabi, but can also develop concentration and emotional control and thus help in the development of a holistic personality.

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Vriksha Yoga

Bhramari

Vriksha Yoga

Vriksha Yoga
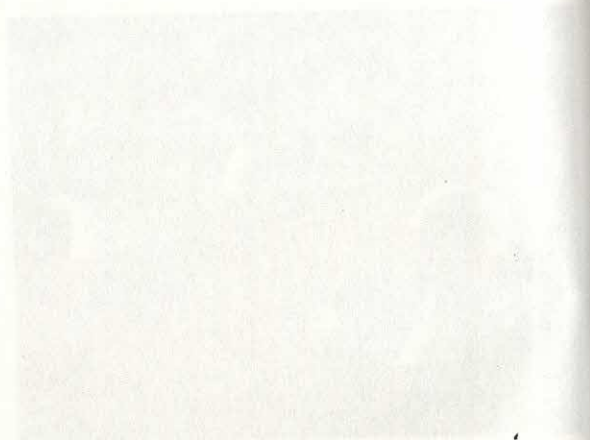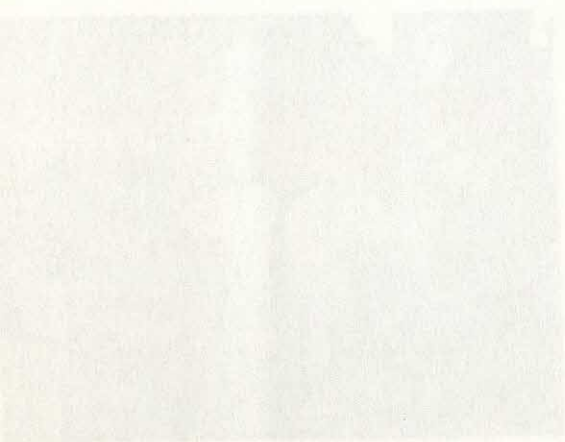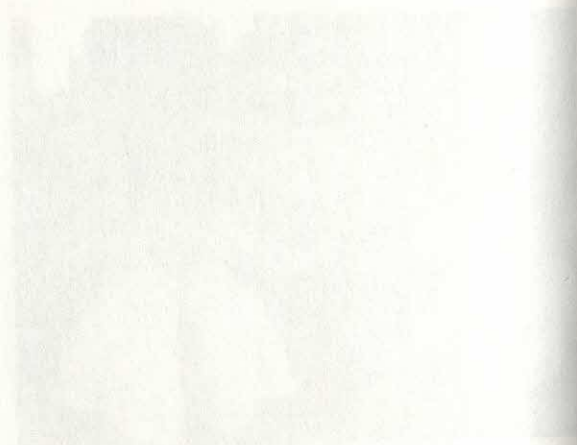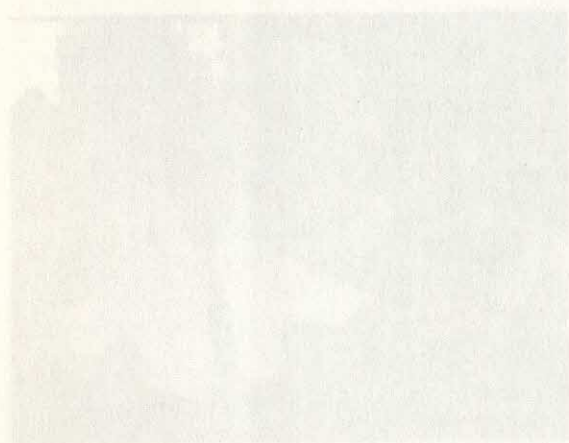
Janak Yoga

Janak Yoga

Concentration on geo-designs

Counting without mistake
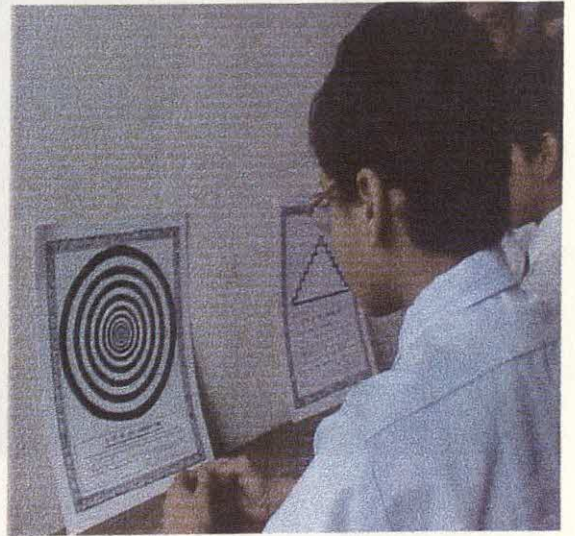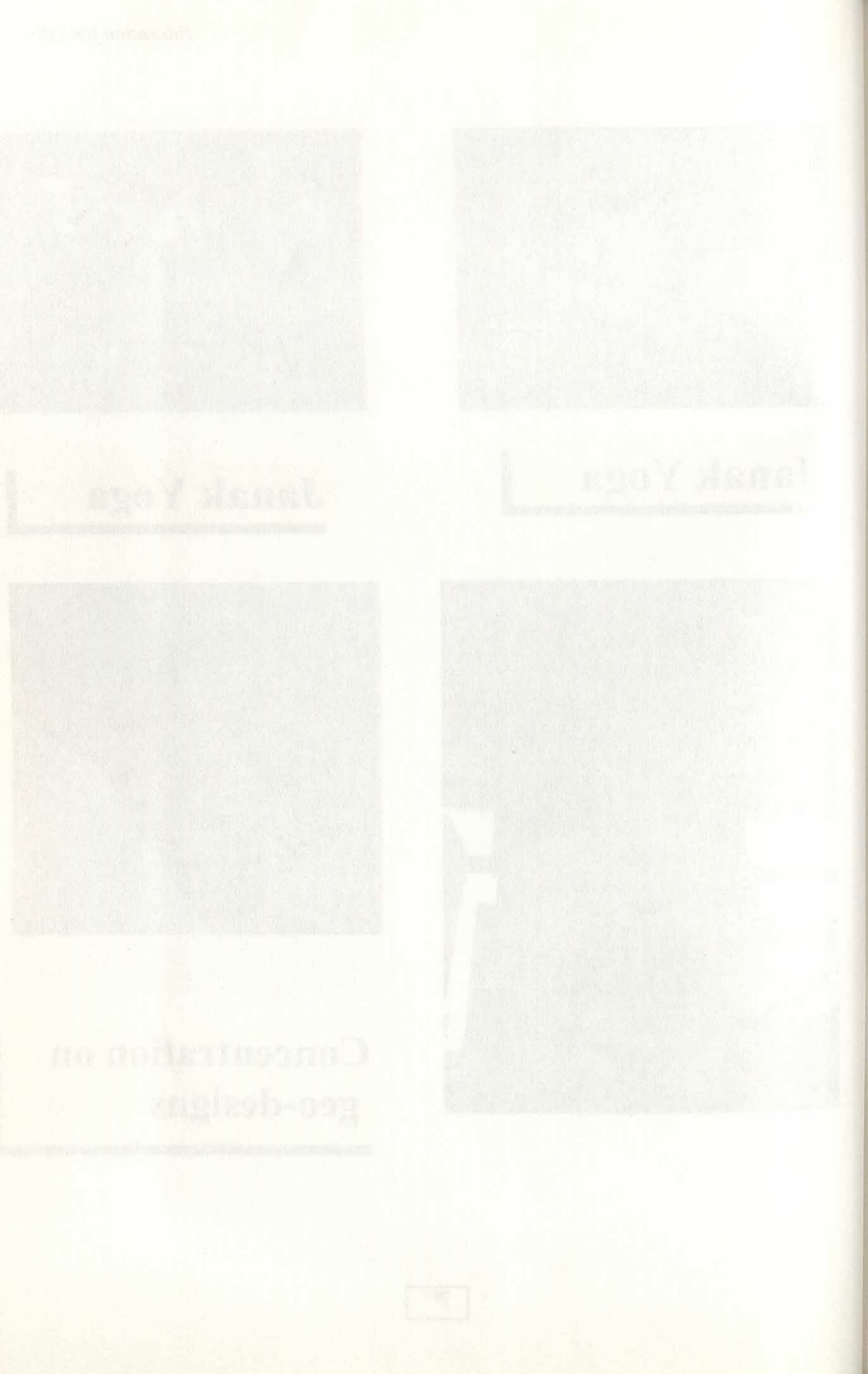
(d) Jeevan Vidya: Education 'by', 'for' and 'of' Values

Jitendra Sharma & Kumar Sambhav,
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(SIDH), Uttaranchal

A.   The Present Scenario

A.1   Since independence our government has tried to provide one of the other type of educational facilities to all the citizens. As a result we see that the literacy percentage has gone up considerably and every year lakhs of youth pass-out from our colleges/universities as degree-holders. This is just one side of the story of Indian history post-independence.

A.2 There is a belief that the country is progressing on the path of development. Laymen have much greater amount of money and facilities available to them. The things which were once considered a luxury items are within the reach of our general public. Also we have had tremendous achievements in the field of industry. Science and technology and in the wake of free marker we are going to profile more.

A.3   A closer look at our society reveals clearly that market has captured the driving seat in this country. It is the market which is playing the role of a deciding force in our political, social, economic and individual decisions. The concept of unlimited growth has led to a profit-oriented madness.

A4   At the individual level we are witnessing increasing insecurity, indecisiveness, distress and depression. At the societal level we come across deepening distrust and conflicts. increasing crimes. Wide-spread exploitation and ever hovering fear of terrorism and war. Resource depletion, global warming threat to bio-diversity, drought, floods and frequent earth-quakes are clear indications that unless we re-think about our relationship with nature. We are destined to perish.

The vital questions is - if India or the world is more educated today then why we are experiencing greater distrust. insecurity and uncertainty. If we are more knowledgeable then how come we are heading for a disaster and destruction.

B.   The need of questioning and re-defining education

B.1   On the basis of the above scenario there arises the need to question our concept of education.   Any discussion of education-whether at the grass-root level or at the level of NCERT/ Ministry of HRD brings forth the question-What do we mean by education. This is the most important question and yet there is no clarity on it. We have been running educational programs without clarifying our concept of education. Adult education programs and those implemented by most NGOs just aim at literacy. Students studying in government and public schools/colleges aim at certificates for gaining eligibility for jobs/competitive exams. There is a belief that education is a must of a better employment. The truth is that most degree holders join the crowd of the unemployed and worse then that is the truth that they are unemployable.

B.2   The market mentality is viewing education as having immense scope for giving handsome and sustainable return on investment . So education is all set to become an industry. Market has its own definition of education. It will propagates beliefs perspectives and skills which suit its purpose. We believe that every human being will subscribe to the idea that education can-not be left on the mercy of the market forces.

B3 Discussions on defining education often dwell on the two factors of material prosperity and spiritual enlightenment. We all seem to agree that education should enable us to fulfill these two requirements. Further discussions on these issues did not lead to any clarity so all we did so far was just playing with words without pin-pointing the reality that the words are meant for the general belief is that the material prosperity is the top-most priority so we relate education with economic security for an individual and sustained economic growth for the country.

B4 The traditional Indian view of education is that education is for self realization i.e. knowing and experiencing the reality of the self. The belief is that self of *atma* is a part of *Brahma* and self-realization is in fact knowing the *Brahma (atmabody or Brahmgyan)* and thereby getting freedom from the bondage of body (*moksha*). This goal of education though accepted can never be put into practice. Some reasons can be thought of)a) There was no clarity of *atmabody*. Though it was believed that a number of Rishis did reach that state no evidence is found of an enlightened person being successful in helping others to reach the similar state. *Samadhi* was considered as a path of self enlightenment but it always remained a matter of inner urge and *tapasya* by an individual (b) People believed that spiritual aim for the last half of the life span and focussing it in the first half would lead to youth becoming *Sanyasis* which was neither desirable nor good for the society.

B.5 All the hard work of our ancestors paid well in 1969 when after 20 year of *tapasya* at the banks of the holi Narmada river in Ajmar Kantak, Madya Pradesh. Shri A.Nagraj ji (commonly known as Baba Nagraj ji) succeeded in experiencing the reality of the existence in its totality. With his experience all the questions of mankind got answered. The mystery around atmabodh was solved. Education was finally defined.

Baba Nagraj ji has been talking about his experience and a number of people have succeeded in understanding and experiencing the reality of the existing. Weeklong courses are being regularly organized at different places in India to educate people. A few centers are now in place where educational programs are being carried out for children. Baba ji is living with his joint family in Amar Kantak and is available for one and all on any subject of interest. The following part of this paper talks about education in the light of baba ji's living with his joint family in Amar Kantak and is available for one and all on any subject of interest. The following part of this paper talks about education in the light of Babaji's experience and teachings.

C Education defined or the aim of education

C.1 Aim. content and methodology are the three major issues regarding education. A comprehensive definition must talk about all three. The other important point is that we need clarity on aim before we take up the issue of content and methodology. Discussion/seminars on education so far made the mistake of concentrating most on methodology without having clarified the aim and contents. On the issue of aim laymen and educationists share the view that education is for good better and higher quality of life. The term higher quality is understood as a life with material prosperity along with peace, harmony and happiness. Presently we are witnessing that our pursuits for material prosperity are going against the desire of peace harmony etc. People seem to agree that we have had progress but without happiness.

C.2   Aim of education can not be defined unless we have clarity on the aim of life. This is where mankind failed and therefore we failed in education as well. Baba Nagraj ji's efforts hae resulted in helping us understand a human being and thus its aim.

A human being is a co-existence of a *chaitanya* entity called 'I' or self and the body 'I' a d body though living in co-existence and together manifested as a human being are two different kinds of entities with entirely different type of needs. A comparative look at both is given below:

Needs of human being/Requirement of life	
My need (satisfaction, trust, mutual fulfillment in relation etc.)	Needs of my body (flood, clothing, shelter other facilities etc.)
Have no quantity	Limited in quantity
Perennial	For a limited time
Fulfillment by understanding and feelings of the realities of life.	Fulfilled by physico-chemical things
Fulfillment gives *Sukh* i.e. happiness	Fulfillment gives *Samridhi* i.e. prosperity

Based on the above understanding education can be defined as 'a process which a) imparts an individual the understanding of one's true self and thereby the needs of *Sukh* and *Samridhi* (b) helps an individual in becoming capable of fulfilling one's desires/needs'. By Sukh we mean living in harmony/synergy within oneself and at 5 different level of living which are-body, family, society, nature and existence. *Samridhi* means production and availability of physico-chemical requirements (food, clothing equipment etc.) in surplus. *Samridhi* is a result of fulfillment of expectations in relationship between human beings and the rest of the nature. Prosperity of nature is a pre-condition for human *Samridhi* to occur.

C.3   Till now our basic failure was in not identifying the needs of 'I' ie.e. *Sukh* as separate from the needs of the body i.e. *Samridhi*. As an obvious result we find that for poor people food, clothing and shelter is a matter of respect. Once the survival needs are met all human being start seeing food, clothing, shelter and equipment (telephone, cars etc.) as a source to gain respect. Since respect is a need of the'I' which means it is perennial and cannot be quantified all efforts for gaining respect from physico-chemical things are doomed to fail. Attaching/confusing the needs of 'I' with the needs of body results in our failure in defining our bodily needs as a consequence we never reach a state of surplus or in other word *Samridhi.*

C.4 Since mankind so far lived without knowing the reality of the self all our knowledge was incomplete and unfulfilling. For example-we all desire justice but we have defined justice in terms of physico-chemical things. All our courts try to do is to settle scores legally. If a person destroyed the body of another person i.e. murder that person can be sentenced to death i.e. destruction of body. It is due to Nagraj ji that we understand justice in its true sense. Justice is the fulfillment of all expectations in a relationship with the resulting happiness at both ends. The expectations are well defined and fixed for all relations. Experiencing the self is a pre-condition for justice.

Now since the reality of the self has become known road to samadhan i.e. complete knowledge or answers to all curiosities of man is available and accessible to all. Now we are equipped to give shape to an education system that helps individuals to know the truth the reality of an existence and to live in perennial happiness and prosperity. Such education system will be instrumental in helping mankind by-

1. ensuring SAMADHAN i.e. right understanding of oneself and the relation with other humans nature and the existence.
2. ensuring SAMRIDHI i.e. the fulfillment of the material needs of the family through swavalamban.
3. ensuring ABHAY i.e. love and trust in human relations
4. ensuring SAH-ASTITVA i.e. co-existence with nature in all respects.

Samadhan, Samridhi Abhay and Sah-astitva are the 4 aims of every human being and therefore of education as well.

D.   The Content of education

D.1   In a phrase studying reality is the content of education. When we say reality we mean the reality of the whole existence. Understanding 'self' is the first and the most important step in that direction. The whole existence as Baba Nagraj ji saw it is in the form of co-existence. It is visible in the form of innumerable individual entities (altogether calle Prakriti) in boundless empty space called Shunya. Every unit in space is in order orsynergy in itself and has a role in the entire existence. The order within a unit is called 'Dharma' of that unit and its role in the larger order is referred to as-Swabhav or Mulya (value) of that particular unit. If we know the role of a unit we can say that we know its value. So we can say that studying 'Dharma and *Swabhav/mulya* is the main content of education. This is why true education is value education and value we have defined property as role of an individual entity in the existence.

D2   Every unit is in order or has an order. The entire existence is a large order. The unitary order co-exists with the holistic order. All except human beings fulfill this co-existence. We are yet to fulfill it and the reason is that we ourselves are not in order not in synergy. In other words, we are ignorant about our own value knowing and achieving order/synergy in oneself is all that we have to do and fulfillment of our role will be as simple spontaneous and effortless as with other entities of *Prakriti*.

D3   We live in 6 different levels. Studying order/synergy/harmony in all 6 levels is the content of understanding in education. These levels are-

1. Studying order/harmony/synergy in oneself
2. Studying order/harmony/synergy with the body
3. Studying order/harmony/synergy in the family
4. Studying order/harmony/synergy in the society
5. Studying order/harmony/synergy in the nature
6. Studying order/harmony/synergy in the existence

This is all that one has to understand and this is all that is there to be understood. Anything less than this will not work so every human being has to understand oneself and its co-existence at 5 other levels.

D.4   The other aspect of content is that of skills. In order to fulfill one's role one learns some skills. All skills fall in two categories - (1) behavioral skills needed to fulfill expectations among human being and   (2) occupational skills to fulfill the need of prosperity. The thing must be borne in mind is that proper understanding is essential for identification. Selection and proper use of all skills. Proper use means skills serving the purpose of either Sukh or Samridhi without right understanding (which means knowing and fulfilling value) skill are direction-less and may easily be employed for destructive purposes. Examples is support of this point are evident everywhere.

Educationists at top levels now want to make education skill oriented. This seems to be the demand of public also. Educationists base their planning on the present condition of the world and the foreseeable future. In the present situation, mere survival is a big challenge therefore survival skills are considered necessary. The coming days appear so uncertain that one needs to gear up for anything unprecedented. The problem with this approach is two-fold-1)   an undesirable unsustainable state of the world is not the right base to build anything upon. (2) where would we put things like corruption, terrorism etc which are done or justified in the name of survival. An employer's skill lies in extracting most from his employees is just the opposite. We will have to teach both as we don't know where an individual is going to end up. Struggle for existence and survival of the fittest is what people seem to believe and follow. That's why competitive skills have gained great importance and the education is expected to cater this need. If we shape the education system according to the present chaotic state of the world. We will be working against the fundamental truth or value of co-existence and all our efforts will bring the destruction of mankind closer.

It is true that the present state of the world can-not be ignored but it is also true that it is a result of not knowing the reality of mankind and of the existence. Now, since we know the truth. We will plan according to that and keep the present situation in mind while working out a strategy to achieve our goal. The need is to make education understanding centered. Understanding reality or in other words knowing values is essential for right living.

D.5   The third part of the content of education is information. The information about the sphere of world within which one operates/interacts is required. This should be the priority. Those information about the distant world which are of some use should also be shared.

D.6   Content-wise when we look at the present education system we find we are imparting maximum information. Some skills and almost no understanding. The need is to imparts- (a) complete understanding (b) all the necessary behavioral skills and some occupationally useful skills and (c) all local and some important/useful global information. Acquiring information on the distant world should be left upon students own choice. We take pride in entering the age of information but the need is for the age of understanding because only then we will be clear about information which is relevant.

E   **The Question of methodology**

E.1   This is the most talked about subject in education. The role of teacher and the learning environment the use of teaching/learning aids have always been the central issues of education discourse. Most innovations in education are in this particular field Learning by doing joyful learning, project work, group work, story telling are the often spoken phrases.

E.2   When studying reality is the content of education then basic methodology will be 'having a teacher-student relationship where teacher helps/guides the student to understand and experience the reality'. Only those who have experienced the realty can perform the job of a teacher. The attitude of a teacher has to be- I knowing and will help you understand what is there to be known. The value of a teacher lies in presenting a proof of his knowledge and this can be done only by helping students become as knowledgeable as the teacher is. A teacher has to be an example in himself of the behavior that is fulfilling. The result of all his efforts will be evident in the behaviors of students which has to become fulfilling as well.

Everyine feels the need of having committed teachers. No teachers training where so much about education philosophy is taught has been successful in generating commitment in teachers. So all good planning of educationists go waste, as teachers don't perform. Our view is that true knowledge will automatically results in commitment.

A teacher has to be aware of his/her value. Value identification on the basis of the amount of money one earns or the title of being a professor is wrong and unyielding. Knowing the reality is the qualification needed for a teacher and his role i.e. value lies in being successful in communicating it to students.

E.3 One of the problems with present day teaching is that it doesn't go beyond symbols (words, pictures, diagrams etc.) and assumptions. Symbols are memorized and reproduced. A lot of reading/writing goes on without geting hold of the reality those symbols are used for Re-producing symbols may fetch good grades but do not help in real life situations. A true teacher knows that reality is the only subject. He uses symbols but makes sure that the reality gets communicated. For him students and their immediate environment are subjects to be studied.

E.4 A true teacher knows the difference between potential and performance. He knows that in terms of potential all human beings are equal. He works with this basic premise to enhance the performance of students.

E.5   Result of right education become evident in the behavioral change in students. Such change easily gets notices. A process of regular swa-mulyankan (self-evaluation)   is employed where students talk about their own progress. Since the goal is known to all they can assess their progress towards it.
h
E.6   Skills are learnt by doing. Family and society are the two platform already available for a number of life skills to be learnt. Schools need to play a positive role in this. A teacher should guide students towards fulfilling their roles in family and society . In order to do this teachers need to develop close relationship with parents. The role of family and society in educating new generation seems to have been forgotten but we need to rejuvenate it. Specially when we are talking about education in the light of Baba Nagraj Ji's experience all humanity needs to be educated so teachers definitely need to work with older generation as well.

E.7   Schools need to take up some occupational work for the dual purpose of swavalamban (meeting material needs) and for providing skill training. Only those occupation should be selected which ensure the prosperity of nature as well.

F.   The Issue of Implementation

Can we implement the above framework of education? Yes, it is already being implemented at SIDH. Mussoorie and at Manviya Shiksha Sanskar Kendra (MSSK). Kanpur thought it's been a short period of one to two years the result are better than the expectations. The greatest achievement is that a team of committed teacher has developed at both these centers. Some youth who went through a one year course have chosen top work on this concept of education at village level 3 such schools have already taken off and many more will start in the coming years.   A teacher training program for youth interested in spreading this education is being conducted at SIDH with support from MSSK. All interested people are welcome to both these places to study and contribute to the programs being conducted there.

(e) COMMUNICATION FOR LIFE

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1.1. Effective and creative communication is needed by every individual to survive and thrive in the present day globalized world. It has been widely reported that effective communication skills have been declining just when our need for them has been sharply rising in the very competitive social structure. At every level of school or university education reading and writing are mechanically used as empty skills. The future citizens of India meet as complete strangers, shy and inhibited, unable to communicate, and their best efforts accentuate their uncertain and a flawed communicative competence. Hence education planners and teachers have to examine the need for new models of teaching communication skills at the elementary school level because it is here that the base of social justice and the seed of democratic cry of equal opportunity to each and every individual is sowed. It is not that these issues have not been academically discussed but the findings have not been integrated in the curriculum or teacher training programmes effectively.

The **National Curriculum Framework for School Education 2000** does discuss "linking Education with Life Skills" and accentuates "Education for Values Development". It has been rightly pointed out "life skills are temporal and spatial in nature "hence they are required to be contextual" as there are certain core life skills. Such as problem solving, critical thinking, communication, self awareness, coping with stress, decision making, creative thinking and generative thinking, interpersonal relationship and empathy." This perspective needs a theoretical analysis of the relationship between Communication, Language and Cognition without which a meaningful creative model of communication for life is not possible.

1.2. From the perspective of pedagogy it is useful to accept the view that language is the primary means through which human beings exchange social meanings and it is crucial for cognitive change. Children's preschool fantasy play provides crucial preparation for cooperative, creative and participative communication and social interaction in society. This should not mean that the role of self initiated discovery is being negated. To me from the point of view of establishing fruitful link between

communication and life the social context is more meaningful as it gives ample scope to teachers to channelise the students with demonstration, verbal prompts explanations and collaboration which heighten joyful learing of the communicative competence in which not only the grammatical correctness but social appropriateness too becomes significant on all the levels of linguistic skills.

2.1 <u>Communication and Linguistic levels</u>

Speech Acts ◄——— Communication ———►   Transfer of meaning
Illocutionary force

(Face to face)	(Print)	(Electronic)
Verbal		**Non Verbal**
Speech Writing		- Gesture and Vocal Projection
		- Body movement
		- eye contact
		- Appearance

Speech

Segmental	Suprasegmental
Vowels Consonants	
	Length, Pitch, Stress,
	Intonation , Rhythm.
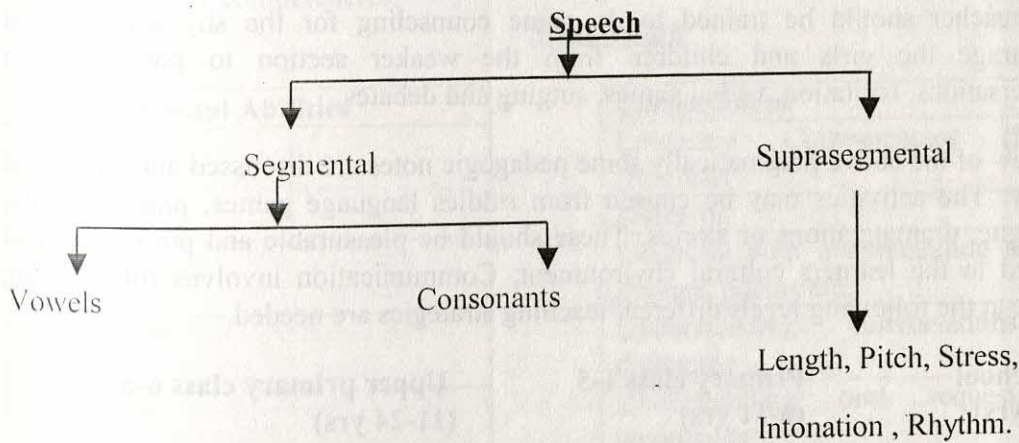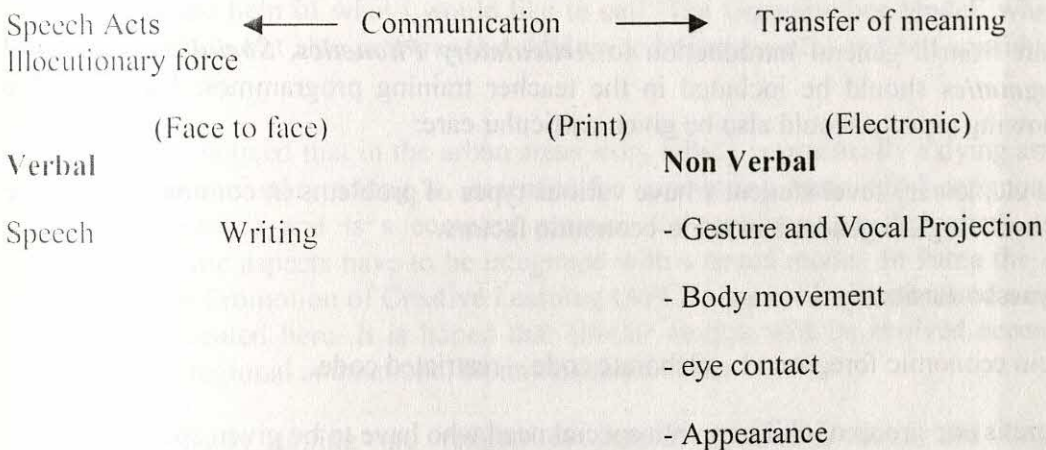
- The role of correct articulation and suprasegmental features is not paid due attention.

- Vocal control requires awareness of rate, volume, pitch and pausing.

- The non verbal communication is context and culture specific hence they create problems in a multilingual context in which the following three.

Mother tongue   *Regional Language*   *Official Language*

create a linguistic maze for the teacher and the learner both as the four linguistic skills *Listening – speaking – reading – writing* tend to get mixed up.

2.2.   **Sociolinguistic Aspect :**
Communication requires the choice of the right variety of language which depends on.- *Education and social standing – subject matter – medium (speaks written). Attitude – (rigid) – Formal (natural) informal – (familiar)* This aspect is also not properly emphasized.

2.3   Communication operates through utterances which are speech acts and have illocutionary force e.g. asking questing, denying information, making requests, This aspect needs to be emphasized for better communication so that the learners imbibe the skills of developing communication and verbal strategies.

2.4.   Apart from a general introduction to *Articulatory Phonetics, Sociolinguistics and Pragmatics* should be included in the teacher training programmes. Moreover the following aspects should also be given particular care:

-    The elementary level student's have various types of problems in communication due to psychological gender and socio-economic factors.

-    Shyness – hesitancy -

-    Socio economic foreground – elaborate code – restricted code.

    There is one group of children with special need who have to be given special care.

-    The teacher should be trained to do some counseling for the shy learners and encourage the girls and children from the weaker section to participate in conversations, recitation, verbal games, singing and debates.

3.1.   In view of the above pragmatically some pedagogic notes are discussed and suggested below. The activities may be chosen from riddles language games, practice drills, dialogue, dramatizations or stories. These should be pleasurable and purposeful and related to the learners cultural environment. Communication involves role playing hence at the following levels different teaching strategies are needed.

Preschool (0-6 yrs)	**Primary class 1-5** (6-11 yrs)	**Upper primary class 6-8** (11-24 yrs)

This classification does not take care of the most essential part of the language development of the child which falls under the preschool period. Unfortunately there is rather partial and inadequate coverage for the preschool period.

3.2   Story-telling is a very effective method to inculcate communicative competence in the child both inside the family and in the class room. This should be promoted as it is a very valuable part of folk literature which is the vehicle of thought for the vast majority of the rural masses, which uses doggrel verses, songs, riddles, myths, legends and ballads. Indian society has been using these not only for entertainment but also for the transmission of ethical values, code of conduct and collective wisdom. The art of story telling not only operates on the cultural norms and value system but inculcates in the listeners the importance of speech and the significance of various forms of intonation patterns and speech acts. Hence story telling is something more

then mere entertainment and is something primordial, something that the very existence of a culture depends upon.

Lal Behari Day in his **"Bengal Peasant Life"** describes Shambhu's mother a great storyteller who was looked upon with admiring awe by all the children. These stories were usually of kings and queens, ghosts and travels of four friends. She could make 'gestures suitable to the narrative'. Therefore I propose that at the elementary level story telling must be incorporated in the curriculum for better and effective communication for life. In this context the teachers should be trained with the appropriate techniques relevant to the cultural and linguistic context of the pupils, with the help of what I would like to call 'The Grandmother Model' which not only entertains but also prepares the children to become useful and self-confident members of society.

It was noticed that in the urban areas story telling is practically a dying art. Therefore the use of story telling is essential for promoting meaningful communication and competence and is a complex process. Its cognitive, psychological, creative and linguistic aspects have to be integrated with a tested model. In Patna the Association for the Promotion of Creative Learning (APCL) has evolved and tested a model which is presented here. It is hoped that similar models will be evolved according to the local, regional and national communication needs.

Aspects of story telling are related to general mental abilities and linguistic and communicative competencies:

Storytelling

General Mental Abilities	Competences
Thinking	Linguistic Competencies (Hindi) (English)
	Listening
Reasoning	Listening with understanding stories, rhymes, poems etc.
Questioning	Understanding conversations & dialogues
Answering	Understanding oral requests & commands
Memory	Speaking
Imagination	Speaking simple words/sentence/ paragraphs with correct pronunciation
	Group/individual recitation of poems/rhymes/songs with action
Concentration	Story telling/cutting jokes/asking puzzles/riddles
Understanding of issues related to health & hyging	Oral answering
Observation and inferences about simple phenomenon on earth and sky	Reporting/Describing things/ objects incidents/delivering speeches/news reading.
Capacity for innovation Problem solving	

Socio-Environmental Competencies
Awareness of self in context of social and natural environment
Exportation of Socio-civic knowledge of various people environment & its working at work and appreciation world of work.
Understanding of interactive relationship between man & environment
Knowledge of historical and cultural issues
Appreciation & solution of simple socio-economic problems.

Creative & Expressive Arts	Writing
Drawing	Copying/dictation
Painting	Composition
Designing	Handwriting
Craftwork	Understanding
Music & drama	Reasoning
Vocal	Answering
Instrumental	
Dancing	
Acting	

Storytelling integrates the school and the family in a healthy and creative way.

The APCL model has integrated the formal and nonformal methods with joyful learning which not only develops the correct linguistic skills but also makes the learner able to distinguish between appropriate and inappropriate usage. This enhances cognitive abilities as it logically enables the learner to choose the right verbal strategy for a specific goal. The learner imbibes the ability to correct his mistakes , regulate himself and organize himself. On the cognitive level this helps him correlate the external world with his innerwold enhancing his self awareness which is closely tied to language. Therefore, his communicative competency is reinforced and helps him coordinate his behaviour and exchange information meaningfully. These give rise to a positive attitude towards his own identity and a higher level of satisfaction.

Keeping all these aspects in view the significance of listening has to be well understood by the teachers so that they can encourage the learners to listen attentively and respond and comprehend correctly. This will lead to a proper cognitive response to verbal signals in which the correct interpretation of the message is very important. The following plan has been made for promoting creative listening of creative story telling in which the various types of responses are evoked involving the emotional, cognitive and physical activities which give joy to the listeners.

Listening is a crucial factor in communication in which linguistic competencies serve as the basic components.

Linguistic competencies basically refer to group of competencies related to effective communication.

| Listening | Speaking | Reading | Writing |
| Understanding | Functional Grammar | Vocabulary Control | Self learning |

Listening – to receive the auditory symbols and understand it.

- Children should listen more and more.

Children love stories which are part of our traditional cultural transmission strategy, which uses rich delivery styles.

- Hence various kinds of stories can be used for various kinds of **Verbal logical Kinesthetic spatial rhythmic interpersonal** and **interpersonal** expressions.

Creative Story telling – Content – [fancy – real – science]

- **Group or Individual** – Individual/Group

- **Age** – No limit

- **Learning Occasion** – class rooms – home

- **Medium** – Mother tongue – Regional language – English

- **Additional activities** – role playing acting – pictorial diagrams

- **Songs** – rhymes

- **Participative** – question answer

<u>Evaluation</u> :

Oral questions : Written questions – level of the learner

* **Short questions** – open ended predict the end.

* Draw pictures based on the story

* Narrate the story on the basis of the pictures.

* Enact the story individually or collectively

* (Class III onwards) write poems/songs on the basis of the story.

* Write a new story based on the theme of the story.

* Clay models could be mode based on the story.

(f) "Developing a model for primary education for the twenty-first century"

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Significance of the topic:

The twenty-first century will bring in profound changes globally and locally. They can be seen in the globalization of economic systems, in the rapid development of science & technology, in the mobility of populations, and in the emergence of an information and knowledge based society. The world is also experiencing major changes in patterns of work and unemployment. There is also an ever-growing ecological crisis. All this will have a marked effect on the lives of every person alive today. The younger the person, the more profound the impact will be. To survive in such an environment one will be required to move along with the times of the day. He will have to be in accordance with the changes and innovations that come about in the society. Reinventing oneself continually for keeping pace with these rapid shifts will become the 'necessity' of the day. This situation demands thorough restructuring of the educational system. This puts considerable responsibility on the teachers and education institutions to prepare and shape the younger generations for the task of existing in and mastering this future.

Quantum of information is increasing by leaps and bounds. The amount of information that is obtained by a six years old child in one week is far greater than what their great grandfather's might have achieved in their lifetime. There is always a continuous explosion in knowledge in today's world. If such is the case, then whatever is known and passed on to the child today may not be relevant tomorrow. Hence, the question arises as to how will the child rise to any problem of tomorrow's world, if the knowledge and skills one possess are of no use to him? The only answer to this is to being about a change in the curriculum, in the content and in the methods of teaching.

The traditional system of education is playing an elitist role through ages. This system of education does not cater at least a wee bit of what it has to for the 21st century's child's needs. An overhauling of the present system of education is necessary to take place in the best interests of the nation at large and the future citizen in particular. Evolution of a curriculum, which will accommodate meticulously for the most important skills necessary for the survival of the future generation, has to be developed. As the prevailing system of education is not able to fulfill this, there is an ardent need to develop a curriculum to meet the future needs of the 21st century's child. Today's three-year-olds are the citizens of the 21st century. Hence a curriculum that will cater to the future needs has to be developed for primary education now, so that when these three-year-olds pass out of school and step into the society of the 21st century, they will be able to adapt, adjust and grow along with the social order then existing. Hence, restructuring the educational processes keeping in view the future developments is of great importance. Addition of future dimension to education provides a direction, purpose and greater meaning to whatever is learnt and will strengthen the learning process. In this way the schools can participate completely in the transaction process and can produce a generation of younger citizens whose outlook is sufficiently robust and enlightened to ensure that earth survives and prospers in the twenty-first century and beyond. Starting from class I, the formation of curriculum should not only stress on the language acquisition skills but has to do much more. It has to develop a personality that can face the challenges, disasters and the vast and ever occurring changes of the millennium in almost every sphere. The curriculum has to be tuned to develop the growth of positive

attitudes towards these aspects and therefore the present study has been taken up. Education is an act of faith in humanity and in the future. It is essential for the promotion of human dignity, for the development of prosperous economies and viable societies. Education can strengthen, mobilize and prepare the child to meet the challenges and surprises of the future. This signifies the importance of "*Developing a model for primary education for the twenty first century*".

Statement of the Title of the Project:

Future oriented education was the major domain that was considered by the researcher. The specific aspect of the present study is the **development of a model having curricular activities for instilling the essential capabilities in young children to survive futuristic situations.** Hence, the project has been worded as "*Developing a model for primary education for the twenty-first century*".

Operational definitions:

Operationalzing variables means stating them in an observable and measurable form, making them available for manipulation, control and examination. For the present study operational definition of the terms used in the title of the study have been provided below.

Primary education:

For the purpose of the present study the term 'primary education' has been taken as the classes from I-III or the grades that commensurate the age group of 5½ to 8 years with '+' or '-' three months for both boys and girls.

Model:

The operational definition of 'Model' is based on the lines of the definition of model given by N.A. Flanders (1987) as described on page 30. The present model answers questions regarding the scope of the model i.e. it has certain objectives in the form of capabilities that are to be nurtured in the child, secondly it develops certain activities, games and content material that are specific to the capabilities; thirdly it also provides for the time periods for conducting the activities in the form of content analysis and also provides slots for conducting the activities and finally it has one limitation that it can be used only for the primary classes. Thus the operational definition for 'Model' is treated as development of a teaching-learning model where objectives, approach, time period and limitation are taken care.

Twenty-first century:

'Twenty-first century' means the first hundred years of the third millennium. For research purposes the meaning of 'Twenty-first century' has been taken in a holistic view. Here 'Twenty-first century' does not mean only the first hundred years of the third millennium but it also considers the changes that are likely to occur over the next hundred years in various fields like information technology, work etc. It further considers the aspects of enabling the child to fit into and survive the challenges in these fields and sustain the essentials that need to be passed on to the subsequent generations.

Objectives / research questions:

In a research project, the function of the research questions is to explain specifically what the study will attempt to learn or understand. In the research design, the research questions serve two other vital functions: to help focus on the study (the questions relationship to the purposes and conceptual context) and to give guidance on how to conduct it (the relationships to methods and validity) (Miles and Huberman, 1994). Hence the present study was taken up to realize the following objectives:

(1) to determine the 'areas' where changes would take place prominently.("In how many areas changes are likely to occur prominently?")

(2) to determine the characteristics in those 'areas' ("What kind of characteristics the identifiable areas will possess?")

(3) to determine the capabilities that will be required by the child to survive these characteristics.("What kind of capabilities are required to be possessed by the individuals for each of the characteristic?")

(4) to develop activities, games and content to bring about these capabilities in the child. ("How can these capabilities be inculcated, nurtured and developed through curricula by organizing activities, games and content?")

(5) to incorporate these activities games and content material into the existing curriculum.("In order to obtain a compact curriculum not much deviant from the existing, how to fuse the above, (4), into the existing curriculum?")

Review of related literature:

In order to avoid unnecessary duplication and provide an insight that is essential to frame the hypotheses for the objectives outlined for the study the review of the related literature has been taken up. The topic for the study is a fervent one and has paramount importance for the present day. But the challenges that are to be faced in the twenty-first century have been addressed only by quite a few. UNESCO being one of the prime organizations has produced some major works. However the review made consists of varied literature in the form of documents, articles and books as detailed below.

(A) The Inter Parliamentary conference on Education, Science, Culture &Communication on the eve of the 21st century -UNESCO, 1996.

(B) "Learning for the 21st century"- Report submitted by the National Advisory Group for Continuing Education and Lifelong Learning in November, 1997 under the chairmanship of Prof. R.H. Fryer.

(C) "An innovative Social Studies Curriculum in Canada: An Experiment" - paper submitted by Dr. Harry Dhand and Dr. John Lyons at the Second Regional Conference on "Curriculum Innovations For 2000 A.D".

(D) "Education in 2001A.D." - paper presented by Dr.(Mrs.) J.K.Pillai former Vice Chancellor of Mother Teresa Women University Kodai Canal at the Second Regional Conference on "Curriculum Innovations For 2000 A.D".

(E) "Towards An International Education for the 21st century" -paper submitted by Dr. Prem Kirpal (Former Education Secretary, Ministry of Education, (GOI) at the Second Regional Conference on "Curriculum Innovations For 2000 A.D".

(F) "Preparing for the twenty-first century" - by Paul Kennedy, 1993.

(G) "Education today for Tomorrow's world"- paper submitted by Helmut Klein at the Congress on "Towards a renaissance of humanity- Rethinking and Reorienting Curriculum and Instruction", 1993.

(H) "Education and the future – A Vision"- "Encyclopedia of Educational Development and Planning", Vol. I, 1996.

(I) "How to plan education for the future" - "Encyclopedia of Educational Development and Planning", Vol. IV, 1996.

(J) "Education for development in the twenty-first century"- P.V. Indiresan ,1996 .

(K) "Education 2000: A consultative document on hypotheses for education in A.D.2000" (1983), under the co- chairmanship of Bryan Thwaites and Christopher Wysock Wright.

(L) "Education for the Twenty-first Century", Hedley Beare and Richard Slaughter, 1993.

(M) "Learning the Treasure Within: Report to UNESCO of the International Commission on Education for the Twenty-first century –1996", UNESCO.

(N) "One World Concept Through Education During Twenty-First Century" –C.P.Khanna, 1992.

All the studies have tried to provide certain directions for the education in the twenty-first century. Those studies, which have given curricular solutions, were presented very briefly and without explaining about their integration with the existing curriculum. More so is the case with primary level in the twenty-first century.

Hypotheses:

For ease, comprehension and non-distractibility from the main theme, guiding hypotheses are necessary for a research study.

Guiding Hypotheses:

The guiding hypotheses framed for the present study are:

1. A great impact will be felt on the common life of the human beings in future in the areas of information technology, changes in work scenarios, demography, environmental influences and due to cultural inflections.

(2) Depending upon the growth in the existing speed in all five areas mentioned above, it is possible to estimate the likely changes that will occur in these areas in future.

(3) Different capabilities are required for various functions to be performed in each of the area. "What kind of capability is required for which function" could be established through a common opinion and the same could be considered.

(4) Imparting education mainly refers to the context of content, which in turn is dependent on age factor of the life span in which it is utilized. For an envisaged capability, developing the relevant content material, activities and games is feasible at the primary stage from the futuristic point of view.

(5) The activities, games and content material developed, for nurturance of the capability envisaged, can find a place conveniently into the primary curriculum i.e., for classes I, II, III.

Limitation of the study:

The limitation of the present study is that it can be used only for the primary classes or on the children in the age group of 5 ½ to 8 years.

In order to verify whether these hypotheses will hold good, which in turn will fulfill the objectives framed, a research method was implemented and conducted. The details are provided in the following paragraphs.

Research design:

In order to achieve the objectives, the investigator proceeded in the following manner, which is given as steps of the research design.

1. Determining the 'areas', where major changes will take place through survey of resource material and opinions of experts from various fields.

2. Determining the characteristics of these areas through in-depth reading of literature as well the opinions of specialists and senior educationists.

3. Determining the capabilities that are essential for a child to survive these characteristics through brainstorming sessions and interviews with curriculum experts.
4. Development of curricular activities to inculcate the essential capabilities in the child.
5. Integration of the activities into the existing primary curriculum.

Area considered for the study:

Two areas are considered for the present study.

Physical Area: The physical area refers to the geographical area, where the checklist and questionnaire were administered, to know the happenings in the future. With regard to this the opinion of experts from all over the world was obtained.

Yet, the consideration was only for Andhra Pradesh state of India because of the restricted curricular interventions that are being planned.

Socio-Psychological Area: This area mainly refers to the individual in society. In the present study, children of Andhra Pradesh aged in between 5½ and 8 years were considered. Hence, the curriculum pertaining to the primary sections i.e., classes I, II, III of the state of Andhra Pradesh was taken into consideration for the development of the model. Thus, the level of functioning about whom the development of the model was considered were the children belonging to the culture and behavioral style of Andhra Pradesh customs and norms only. However due to the general nature of the model it could be used for the children of the same age group, all over India as well as in almost all other developing countries.

Sample selected for the study:

A.   The sample selected for administration of the checklist that was developed to determine the 'areas', where major changes would take place in future, were 200 experts drawn from all the available fields. Care was taken to include the sample from non-governmental organizations, futurologists and academicians, having a stand of not less than 10 years in their fields of functioning. The sample was selected randomly and the names of experts were drawn from Journals, Theses and Encyclopedia and thus covered to places from all over the world.

B.   The sample selected for administering the questionnaire that was developed for determining the essential characteristics of each 'area', constituted specialists from the areas determined and senior educationists having more than twenty years of experience. In all, a group of 150 specialists and educationists were listed from various Journals, Theses, Encyclopedia, other resource books from the ICSSR library of Osmania University, the Blackwell Handbook of Education and the internet.

C.   To determine the essential capabilities required to be developed in the children for personifying these characteristics, information was obtained through interview and discussion method. For this purpose five curriculum experts, one each from the areas determined, were contacted.

Tools developed for the study:

Three tools were developed in order to check the first three objectives of the present study.

1. A checklist was developed to determine the 'areas' that would undergo changes and that need to be essentially considered for the study.

2. After the first objective was achieved the second objective, i.e., to determine the characteristics in those 'areas' was considered. A questionnaire was developed, to ascertain the characteristics of those 'areas'.

3. Interview and discussion method was adopted to determine the capabilities that would be required for the child to develop and possess ultimately.

The details of the development of these tools are provided in the successive paragraphs.

Development of the checklist:

For realizing the first objective i.e. *to determine the 'areas' where changes would take place prominently*, the researcher read extensively from various resource material related to futurology. This was done to obtain a clear idea regarding the major areas that would face stupendous changes and will pose a challenge for the citizens of the future and which are necessarily to be taken for the study. This material has paved way for the development of the checklist.

After the areas were identified, a checklist was prepared, which included all the above areas. Twelve items were listed in such form and the last item was a open ended item asking for the respondents' opinion regarding any other area they feel that should be taken up for the study other than those mentioned in the checklist. In order to avoid any direction from the researcher's side, no explanation was provided for the areas and only the heading/title of the area was mentioned.

Development of the questionnaire:

For realizing the second objective i.e., *to determine the characteristics in the 'areas'*, literature on futurology in that specific area (that were determined from the checklist) was read in order to have comprehension about the characteristics. Review of resource material was conducted in each 'area'.

After scrutinizing the available resource literature, the characteristics in each area were listed. In all, 33 characteristics were identified as the most probable ones. A Questionnaire was prepared to ascertain and validate these characteristics. For each characteristic, three questions were developed to validate and cross check with the opinion of experts. In the case of one characteristic i.e., in the area of Information technology, four questions were developed (i.e., two questions were developed for information storage and two questions for information retrieval). Thus, in all, there were 100 questions in the questionnaire.
$(32 \times 3 + 4 = 96+4 = 100)$.

Each question prepared as mentioned above was provided with three alternatives. One alternative was of a positive nature "reinforcing the characteristic", another alternative was of a neutral nature, "which neither agrees nor disagrees with the characteristic" and the remaining alternative was of a negative nature, "which disagrees with the characteristic". These aspects are explained below with an example.

Example: To validate the characteristic "Women will record advances in tomorrow's work organization" three questions were developed. One of the questions is

* The rate of entry of women in organizations of the future will be
    a. more than the existing levels.
    b. lesser than the existing levels.
    c. same as the present levels.

In the above question, the alternative (a). was of positive nature, reinforcing the characteristic, (b). was of negative nature, which disagrees with the characteristic and (c). was of neutral nature, which neither agrees nor disagrees with the characteristic

Similarly all other questions were developed.

Development of capabilities:

After the characteristics were determined, using the tool developed (i.e. the questionnaire) the third objective, i.e., to determine the capabilities that will be required by the child to survive

the futuristic characteristics, was taken up. A series of brainstorming sessions involving the investigator, staff of the IASE and other researchers were conducted to identify the capabilities that would be required by the child in the future to adjust and accommodate with the determined characteristics. Three capabilities were finally identified for each characteristic. It worked out as, for example; for the characteristic "The varied qualities of information technology will significantly alter the way we learn and teach." the following three capabilities were identified.

    a.   locate the resources of self learning material

    b.   pick up the changing methodologies for better learning

    c.   assess for the best methodology and improve the same in accordance with the changing demands

Administration of the tools developed:-

(I) The first tool that was developed was a checklist to determine the various 'areas' that would undergo changes. This tool was administered on a sample of 200 experts using the mailing procedure and self addressed envelopes along with stamps were provided to facilitate easy and quick response. Later, reminder letters were sent to those who did not reply, even after considerable time. In all, the researcher received back 165 answered checklists finally. The researcher analyzed the data obtained from the checklists and interpreted the findings. The details of these are given in the following paragraphs.

(II) The second tool developed was a questionnaire to determine the characteristics of those 'areas' in future. Before administering the questionnaire the questions in the questionnaire were shuffled so as to eliminate any bias or continuum effect in the answering style by the respondents. The originally formed questionnaire is referred to as the *original questionnaire* and the shuffled questionnaire is referred to as the *jumbled questionnaire* for convenience of discussion. The jumbled questionnaire was administered on a sample of 150 specialists and educationists. The questionnaire was administered on the sample using the mailing technique and to obtain an early response, self addressed stamped envelopes were also provided. Later, reminder letters were sent to those who did not answer back even after a considerable period of time. In all, the investigator received 36 answered questionnaires. The researcher analyzed the data obtained from the questionnaire and drawn inferences.

(III) After the capabilities were identified (through brainstorming sessions), interview and discussions with five curriculum experts, one each from the 'areas' determined, were conducted and then the capabilities that are essential were finalized. The interviews were in a broadly structured manner i.e., the basis or the objective was the same, but there was flexibility while asking the questions. Personal interaction of the researcher with the five experts was cautiously planned for conducting the interview and discussion.

Analysis of data:

Analysis of the checklist:

The data obtained from the checklist that was developed to determine the 'areas', that would undergo change prominently was analyzed to ascertain the 'areas', which need to be considered for further study. As mentioned earlier it was done as follows:
Sample selected for administering the checklist were a group of 200 experts, randomly selected. Out of the 200 experts 165 responded back. The checklist was scored in the form of agreements and disagreements, where an agreement corresponds to a tick mark ($\checkmark$) against the area given in the checklist and a disagreement for a blank or a cross (X). The data obtained from the 165 checklists was analyzed and classified as the number of agreements and number of disagreements for each area. Then the percentage of agreements and the

percentage of disagreements for each area were calculated. An agreement percentage of 75 was set up as the cutoff point for inclusion of an area in the study, since 75% agreement accounts for an agreement by three-fourth's of the sample.

Analysis showed that the areas information technology, cultural inflections, work conditions, demographic factors and environmental factors had an agreement percentage of 93.93, 80.6, 84.84, 96.96 and 76.96 respectively. The agreement percentage of these areas was above 75% implying that more than ¾ of the sample had vouched for their acceptance into the study and as such they were included in the study.

The above discussions proved the hypothesis 1, i.e., A great impact will be felt on the common life of the human beings in future in the areas of information technology, changes in work scenarios, demography, environmental influences and due to cultural inflections.

Analysis of the data from the Questionnaire:

The data obtained from the questionnaire, that was developed to determine the characteristics of the 'areas', was analyzed. In all, the researcher identified 33 characteristics and validated the same. During the process of validation two were dropped and finally the following 31 characteristics were accepted.

1. "Global warming will occur due to rise in the levels of greenhouse gases."
2. **Rejected by experts.** (Due to global warming there will be a rise in the sea levels)
3. "Climatic conditions will alter bringing a change in the ecosystem."
4. "Depletion of ozone layer will cause serious risks to humanity and ocean life."
5. "Due to modern atmospheric pollution rise in acid levels of rains will result in serious ecological damage"
6. "Nuclear winter" will occur due to continuous multiple nuclear explosions affecting every aspect of human and natural life."
7. "Pollution of water resources will exist."
8. "Land degradation will occur at unprecedented scales."
9. "Future culture will be having more of 'techno-culture', in which religious, national and racial differences would scarcely figure"
10. "Future culture would lead to an awareness of finitude and bounded-ness of the planet and humanity"
11. "There will be fused intercultural communications"
12. "Future culture is dominated by competition between nations and states"
13. **Rejected by experts** ("Possess extensive global connectivity")
14. "In the future culture, there is no 'outside' from where one can be an 'innocent observer' and every person is responsible for the event"
15. "Future culture compels the individual to think in global terms"
16. "The information age will be knowledge centered"
17. "In future the computer will as ubiquitous as the pen"
18. "Information technology will provide for easy (a). information storage and   (b) information retrieval."
19. "The varied qualities of information technology will significantly alter the way we learn and teach."
20. "Information technology will affect the work culture."
21. "Information technology will lead towards the displacement of nationhood and nation cultures– a common culture will be developed"
22. "The home will become the center of economic and cultural life."
23. "There will be an unprecedented rise in the population."
24. "Depletion of Natural Resources will result as a rise of human numbers"
25. "Important health problems will be cause due to high populations"
26. "Unemployment will result due to an increase in the working populations"

27. "Increase in population will lead to problems of transportation"
28. "Automation will bring a change in the composition of the workforce"
29. "Numerical flexibility will be an established feature of tomorrow's organization
30. "New forms of work organizations like home/tele/networking will emerge"
31. "Employee versatility such as multi-skills / continuous learning and development / team working will become increasingly important"
32. "There will be fragmentation in the working lives of people"
33. "Women will record advances in tomorrow's work organization"

The analysis of the questionnaire and the above discussion prove the hypothesis number 2, i.e., Depending upon the growth in the existing speed in all five areas mentioned above, it is possible to estimate the likely changes that will occur in these areas in future.

Analysis of the interview and discussion method:

After the characteristics were determined, three capabilities for each characteristic were identified. Thus, in all, the researcher for the 31 characteristics that were determined identified 93 capabilities. These capabilities were then subjected to scrutiny, by five experts, by adopting the method of interview and discussions. During these discussions '91'capabilities were accepted by the experts and two capabilities, which are stated as 'be able to locate, use and improve the required constructs available on the globe' and 'meet the psychological demands of survival in order to equate between spouses.' were rejected. They rejected these on the basis that the child at this early stage cannot think in terms of global constructs and will not be able to grasp the need for meeting psychological demands of survival. Hence, it should be retained for an older age group and not for the primary levels. Thus, the capabilities that are determined as essential for the future, by the experts are:

A. Capabilities for surviving the characteristics in the area of 'Environmental factors'

For characteristic 1 i.e., "Global warming will occur due to rise in the levels of greenhouse gases", the following three capabilities were determined.

   a. understand the importance of using alternative means which do not release carbon dioxide
   b. understand the importance of using new technology which minimizes the release of chlorofluorocarbons.
   c. think in terms of utilizing the carbon dioxide which is unused in the environment for better purposes.

Characteristic 2 "Due to global warming there will be a rise in the sea levels." was rejected by experts and hence was not considered for developing the capabilities.

For characteristic 3 "Climatic conditions will alter bringing a change in the ecosystem" the following three capabilities were determined.

   a.   preserve the eco-system
   b.   adapt to change in food and living habits
   c.   take all the possible measures managing the inevitable disasters

For characteristic 4 "Depletion of ozone layer will cause serious risks to humanity and ocean life." the following three capabilities were determined.

   a. use material that is ozone friendly
   b. develop new techniques that multiplies ozone
   c. alternative substitutes should be developed in place of the harmful ingredients that promote ozone depletion

For characteristic 5 "Due to modern atmospheric pollution rise in acid levels of rains will result in serious ecological damage" the following three capabilities were determined.

a. develop substitute material which curbs the release of sulphur dioxide and nitrous oxide.

b. to multiply the existence in food, shelter and clothing - alternative systems that nullify the effect of acid rain

c. use approaches that protect the living things from the effects of acid rain.

For characteristic 6 "Nuclear winter" will occur due to continuous multiple nuclear explosions affecting every aspect of human and natural life." the following three capabilities were determined.

a. negotiate for peaceful living on earth

b. getting prepared to live in "nuclear winter" while having to promote harmony among the existing

c. to multiply the value of sharing among the individuals because all resource s will be scarce both qualitatively and quantitatively

For characteristic 7 "Pollution of water resources will exist." the following three capabilities were determined.

a. developing an attitude of prevention than cure for pollution of water like producing less waste as well as managing the remaining in a proper way

b. refine /purify water by adopting new technology which are cheaper and indigenously available

c. to innovate or investigate new methods for preserving the essential potable /pure water

For characteristic 8 "Land degradation will occur at unprecedented scales" the following three capabilities were determined.

a. arresting land degradation

b. develop technology to produce yields even in a degraded land

c. innovate new methods of farming which require no land

B. Capabilities for surviving the characteristics in the area of "Cultural inflections"

For characteristic 9 i.e., "Future culture will be having more of 'techno-culture', in which religious, national and racial differences would scarcely figure" the following three capabilities were determined.

a. develop a philosophy of more production, less consumption and less expenditure

b. more innovative to meet the competition in the area of study and work

c. withstand all along the stresses and burnout's that are usually shared by fellow human beings at present

For characteristic 10 i.e., "Future culture would lead to an awareness of finitude and bounded-ness of the planet and humanity" the following three capabilities were determined.

a. child will be able to comprehend the necessity for the protection of human race

b. understand the importance of every persons role in maintaining the integrity of the globe.

c. understand the seriousness of a small error in technical knowledge which may eradicate the planetary structure.

For characteristic 11 i.e., "There will be fused intercultural communications", the following three capabilities were determined.

a. realize and appreciate the necessity for the uni-culture

b. fuse the existing multicultural structure into a monoculture

c. will be able to adapt to the novel uni-culture and contribute for furthering the same

For characteristic 12 i.e., "Future culture is dominated by competition between nations and states" the following three capabilities were determined.

a. while appreciating the survival axiom the individual tries to become a successful competitor in a constructive manner.

b. the individual competition that is contributory to the state wise or national spirit has to be multiplied

c. healthy competition with the past achievement of the self / state/ nation has to be inculcated

The characteristic 13 i.e., "Possess extensive global connectivity" was rejected by the experts and as such has not been considered for the development of capabilities.

For characteristic 14 i.e., "In the future culture, there is no 'outside' from where one can be an 'innocent observer' and every person is responsible for the event" the following three capabilities were determined.

a. appreciate the social dependency of social milieu

b. possess the sense of accountability and feels the responsibility

c. should be able to exist with diversity in unity

For characteristic 15 i.e., "Future culture compels the individual to think in global terms" the following three capabilities were determined.

a. will be able to visualize the relation between the macro implications of a micro activity.

b. will be able to specialize in a micro-manner and capable of relating it to macro level

c. rejected by experts.

C.Capabilities for surviving the characteristics in the area of "information technology"

For characteristic 16 i.e., "The information age will be knowledge centered" the following three capabilities were determined.

a. Information handling –obtain and use knowledge

b. presenting information

c. analyze and synthesis the available information

For characteristic 17 i.e., "In future the computer will as ubiquitous as the pen" the following three capabilities were determined.

a. be aware of the sources where the computer components are available

b. be able to use, repair and maintain computer with an extreme ease

c. be able to read visual images conveying matter of no of pages (in a single image)

For characteristic 18 i.e., "Information technology will provide for easy (a) .information storage and (b) information retrieval." the following three capabilities were determined.

a. search for the appropriate resources where information is stored.

b. techniques of storing information should be learnt and updating skills should be possessed

c. able to search, select and sort out the required information.

For characteristic 19 i.e., "The varied qualities of information technology will significantly alter the way we learn and teach." the following three capabilities were determined.

a. locate the resources of self learning material

b. pick up the changing methodologies for better learning

c. assess for the best methodology and improve the same in accordance with the changing demands

For characteristic 20 i.e., "Information technology will affect the work culture." the following three capabilities were determined.

a. develop flexibility for adapting to the changing time and work schedule resulting from the application of IT.

b. use the spare time, resulting due to application of It, in an effective manner.

c. innovate new connections and contacts as per the changing requirements of IT.

For characteristic 21 i.e., "Information technology will lead towards the displacement of nationhood and nation cultures– a common culture will be developed" the following three capabilities were determined.

a. able to accommodate the ideologies of people of different cultures.

b. able to give rise to an integrated comprehensive global outlook for further generations

c. able to have self control from initiation of action that is harmful for others

For characteristic 22 i.e., "The home will become the center of economic and cultural life." the following three capabilities were determined.

a. get acquainted with time management

b. get acquainted with material and distance management

c. get acquainted with human management

D. Capabilities for surviving the characteristics in the area of "demographic factors"

For characteristic 23 i.e., "There will be an unprecedented rise in the population." the following three capabilities were determined.

a. importance of having less population growth

b. utilize the available resources in an effective manner like space, food etc.

c. able to innovate new means of survival

For characteristic 24 i.e., "Depletion of Natural Resources will result as a rise of human numbers" the following three capabilities were determined.

a. importance of the resources available in nature

b. use alternative measures to sustain himself

c. develop technology to produce maximum benefit from the existing resource

For characteristic 25 i.e., "Important health problems will be cause due to high populations" the following three capabilities were determined.

a. aware/understands the importance of health of a person

b. importance of universal antidotes (vaccines) that can be given to the infant as soon as he is born to make him immune to the diseases.

c. supplement for calories deficiency by developing certain crops which grow even in inadequate conditions but yet are highly nutritious and can be easily available to every person

For characteristic 26 i.e., "Unemployment will result due to an increase in the working populations" the following three capabilities were determined.

a. take up family vocations

b. able to sell himself – put his positive points forwards

c. innovate novel activities that create employment not only for him but for others too

For characteristic 27 i.e., "Increase in population will lead to problems of transportation" the following three capabilities were determined.

    a. minimize transiting by using alternative means of communications

    b. develop a new mode of transport which has a larger carrying capacity/ accommodate many people at a time and is also cost effective

    c. use of alternative methods for overcoming a problem.

E. Capabilities for surviving the characteristics in the area of "work conditions"

For characteristic 28 i.e., "Automation will bring a change in the composition of the workforce" the following three capabilities were determined.

    a. accept new ways of thinking

    b. update knowledge each day

    c. seeking sources that contribute for knowledge updating

For characteristic 29 i.e., "Numerical flexibility will be an established feature of tomorrow's organization" the following three capabilities were determined.

    a. sell his talents in the best possible manner

    b. seeking information regarding the avenues for selling his capacities/talents

    c. complete the work effectively in the given time –time management

For characteristic 30 i.e., "New forms of work organizations like home/tele/networking will emerge" the following three capabilities were determined.

    a. developing styles of functioning with different types of organizations

    b. keeping abreast of skills required for changing work conditions

    c. developing/generating new work by himself

For characteristic 31 i.e., "Employee versatility such as multi-skills / continuous learning and development / team working will become increasingly important" the following three capabilities were determined.

    a. he needs to be –communicative, interactive and have perfect social cognition (Social cognition is defined as empathy and sympathy. Empathy means to be able to read somebody else's feeling and match the observers own feelings and sympathy means the ability to share another's emotions or sensations. Social cognition therefore culminates to the point where one thinks and becomes concerned about other people's actions and feelings. This can be developed through co-operative interaction.)

    b. continuously innovate new things basing over past experiences

    c. handle/manage multi/complex situations

For characteristic 32 i.e., "There will be fragmentation in the working lives of people" the following three capabilities were determined.

    a. plan to take meaningful gaps from work

    b. utilize these gaps for improvement of knowledge as well as self-growth

    c. arrange the work tasks in related smaller fragments for easy completion

For characteristic 33 i.e., "Women will record advances in tomorrow's work organization" the following three capabilities were determined.

    a. become capable of executing all tasks in a uniform manner

    b. capable of innovating novel activities for survival

    c. rejected by experts.

The above discussions showed that the capabilities that are required for inculcating and nurturing in the children in order to enable them to develop the characteristics for the future generations. Different capabilities are required for various functions to be performed in each

of the area, and which kind of capability is required for what kind of function" could also be established through a common opinion. The same has been considered and the hypothesis number 3 was retained.

Development of the activities and their integration into the existing curriculum:

After the capabilities that are necessary for the child of the future were determined through discussions with the experts, the fourth objective i.e., *to develop activities, games and content to bring about these capabilities in the child* was taken up.

Keeping in view the above necessities of the future and to develop and nurture the essential capabilities in a child to become competent to face the future challenges, the researcher has developed activities, games and content material to be incorporated in the existing curriculum. While developing the activities, the comprehension level of students, the maintenance capacity of interest of the activities, local availability of material required for the activity, relation of the activity to the immediate environment of the child and finally the ability of the activity to reflect the capability that needs to be instilled, were focused. An example is given for better comprehension.

For developing the capability "Able to search, select and sort out the required information" the following activity was developed.

Activity:

Take the students to a room where a heap of material (could contain anything like vegetables, fruits, flowers, leaves etc.,) is kept. Empty boxes with labels written on them are also placed. As the name of a category is called out by the teacher, for example-- say flower -- the child has to search for a flower from the heap and then put it in the box containing the label 'FLOWER'. In this activity the child first searches for the flower and selects it and sorts it out by placing it in the box meant for it. This activity enhances the capability 'able to search, select and sort out the required information'.

Similarly various curricular activities were developed for all the remaining capabilities.

The development of activities for the inculcation of the envisaged capabilities proved the hypothesis number 4 which is stated as "Imparting education mainly refers to the context of content which in turn is dependent on age factor of the life span in which it is utilized. For an envisaged capability, developing the relevant content material, activities and games is feasible at the primary stage from the futuristic point of view".

After the activities were developed, the fifth objective i.e., *to incorporate these activities games and content material into the existing curriculum* was taken up.

Content analysis was done so as to identify the appropriate slots to place the curricular activity developed as explained above. The term 'Content Analysis has been used only to the extent of finding slots alone. The investigator has preferred to fuse these activities into the existing curriculum; instead of giving a separate curriculum or addendum, in order to avert friction with the teachers in convincing them to accept this seemingly additional work. For the content analysis that was done, the textbooks of classes I, II, III were considered. The researcher has taken all the prescribed government text books for analysis except for Environmental studies – 1, Environmental studies – 2 and Mathematics of classes I and II as these text books are not prescribed by the government of Andhra Pradesh for classes one and two. However it was found that for these subjects there are many private publishers who publish these textbooks as per the syllabus prepared by the government. Out of all such publishers Sree Rama Publishers were selected at random and the textbooks published by them for the three subjects namely Environmental studies – 1, Environmental studies – 2 and Mathematics of classes I and II were taken into consideration.

Content analysis helped in identifying appropriate slots to fuse the activities developed as explained, in the present curriculum. To show an example, again referring to the above explained example, the content analysis and adding up of the developed activity are shown below:

Table showing the content analysis of the activity developed for the capability "Able to search, select and sort out the required information"

Cl	Subj	Pg No.	Existing content	Link sentence	Comments
II	ESI	43	In the post office letters are sorted out according to their address	Let us sort some material according to their categories.	The activity should be taken up in continuation to the link sentence..
II	EWB	9	One word in each of the following groups is a 'stranger'. Find it and put a box round it.	Let us also play a game where we have to pick up the object belongs to a particular category and put it in the respective box.	-do-

In the similar manner, content analysis was done for all activities that were developed.

Most of these activities were successfully fused into the existing curriculum, but it was notpossible to do so for some of the activities. It is therefore suggested to the teachers to take up such activities as general activities and to conduct them as and when it is feasible for them todo so. Appropriate suggestions are given for completing the work.

Hence the hypothesis number 5 i.e., "The activities, games and content material developed, for nurturance of the capability envisaged, can find a place conveniently into the primary curriculum i.e., for classes I, II, III", is considered as partially proved.

Finally, the activities and content analysis was discussed with the five curriculum experts at length for establishing its face validity, content validity and construct validity. The present model has been given to the school at Andhra Mahila Sabha, to be used into their school curriculum. However, the predictive validity was not attempted due to the time constraint and it's longitudinal nature.

5.2 Suggestions for future researchers:

1 The present study was a study done for the primary sections. The researcher suggests that a similar study could be taken up for the secondary level as well as for higher education.

2 The present study deals with developing a curriculum only for the state of Andhra Pradesh. Studies could be taken up in other states and the possibility for the development of a national curriculum should be explored.

3 The present study has taken into consideration five areas, i.e., Information Technology, work, culture, environment and population (based on the obtained data). This leaves scope for similar studies to be taken up in other areas such as value systems, concept of leisure, concept of peace, and so on.

4   Longitudinal studies should be taken up by the State, National as well as International departments and organizations such as   NCERT, UNESCO, etc., to implement the recommendations provided by the above study by incorporating the changes as per the requirements of the area / country concerned.

(g) MANAGEMENT OF EFL IN SSA

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BACKGROUND

SARVA SHIKSHA ABHIYAN (SSA) has emphasized on promotion of EDUCATION FOR LIFE (EFL). Promotion of EFL is one of the major goals of SSA. SSA in its framework supports the view that Education is not only a process of acquiring the cognitive abilities of Reading, Writing and Arithmetic but it is a learning system with a focus on total development of the children. SSA, like Mahatma Gandhi is of the view that Education is a process of all round development of the child by drawing out of the best in the child's body, mind and soul. I am of the view that the objectives and different domains of the learning system here termed as in EFL, remain almost the same as of GEETA in ancient time, GANDHIJI'S Basic Education and INTERNATIONAL COMMISSION ON EDUCATION'S Report popularly known as DELORS Report in Twentieth Century. All these three viewpoints talk of all round development of the child by drawing out the Treasure within the child. The following table shows the similarity in the three viewpoints

THREE MAJOR ASPECTS OF CHILD'S PERSONALITY & THREE MAIN DOMAINS OF LEARNING PROCESS

S. N.	Major Three Aspects of Child's Personality			Three domains of Learning		
	General	Geeta	Three H's of M. Gandhi	Three related domains of Learning	Geeta's Three domains of Larning	Delors Report and domains of Learning
1.	Body	शरीर इंद्रियाँ मन (Body)	Hand (Body)	Psycho-Motor	कर्म	To do
2.	MIND	बुद्धि (Mind)	Head (Mind)	Cognitive	ज्ञान	To Know
3.	Soul (Heart)	आत्मा (Soul)	Heart (Soul)	Affective	भक्ति	To live together > To be

Steps of Logical Process of Learning under EFL are -

COGNITIVE	AFFECTIVE	PSYCHO-MOTOR
जानना 'To know' (Understanding Critical Thinking Judging	मानना 'To be' Accepting (having a Faith) Inculcating in behaviour	करना 'To do' Application in day-today life in form of different activities and expressions

Learning Methods of EFL may be as follows for Different aspects of Learning -

	1	2	3
Learning Aspects	जानना 'To know'	मानना 'To Be'	करना 'To Do'
Learning Methods	श्रवण - Listening -Observation - Interaction - Doing by hand along with five senses	मनन - Understanding - Critical Thinking - Judgement - Self Experiencing	निदिध्यासन Application in day to day life through expressions & activities

We could not adopt this disired universally accepted **Real Education i.e. Education For Life enunciated by Geeta, followed by Mahatma Gandhi and adapted by International Commissions on Education. (Delors Report)**

WHY EFL

We are practising **Information and certificate centered system of education** which is -
- away from needs, real life of learners, family and community.
- away from development of learners, family, community and nation.
- not suitable to the majority of Indian people residing in rural India, and deprived / weaker sections of the Indian society.

EFL brings desired behavioural changes in the children, convert them in to developed human resources required for community & national development, **therefore there is an urgent need of introducing & implementing EFL.**

CONCEPTUAL ELABORATION OF EFL IN THE CONTEXT OF SSA

BASES OF EFL

EFL is community life and child life centered learning system. its bases are as follows

I Socio-Cultural, economic and natural environment of the community.

II Needs, Interests, Experiences, Attitudes, Aptitudes and Ethos of the Children.

LEARNING MATERIAL

Learning material in EFL should be area and learner's age specific. Special features may be as follows -

- District specific / Area specific learning material incorporating learning experiences from local social and natural environment.

- Designed in accordance with the age group and experiences of the children.

- Using processes & problems of the community for learning.

- Integrating Health, Nutrition, Physical education, socio-cultural & vocational experiences and activities in its content.

TEACHING LEARNING PROCESS
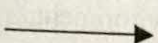
EFL differs from the present day system of education, which focuses on only on cognitive aspect of learning. Accordingly learning process in EFL is also a different one. Here -

- Children learn through
  - Listening   - Interaction   - Observation
  - Doing   - Experiencing

LIFE SKILLS RELEVANT TO ELEMENTARY CURRICULUM

♦ Life skills are the abilities required for leading better quality healthy, wealthy Socio-civic life

♦ Life Skills relevant to Elementary Curriculum are the life skills required for the children & adolescents in the age group 6-14 hence, here Life skills are based upon the different aspects of life of the children & adolescents.

♦ Development of Life skills depends upon the quality of learning which takes place in the family, school & community.

♦ Learning leads to modification of human behaviour and really speaking Life skills are the behavioural patterns for different aspects of life.

♦ Adolescence, a turning point of elementary education, is the age for developing Life skills.

Different Aspects of Children's / Adolescents's life	-	Life Skills for different aspects of Children's / Adolescents's life	Curricular Areas
1. Healthful living (Physical & Mental Health)	-	Health Skills	Health, Nutrition, Sanitation (EVS), Yoga
2. Family Life	-	Family Life Skills	EVS (Social Studies)
3. Learning (Education)	-	Communication - Observation skills	Language
4. Community - Civic Life	-	Civic Skills	EVS (Social Studies)
5. Cultural Life	-	Cultural Skills	EVS (Social Studies)
6. Natural Environment & Life	-	Environmental Skills	EVS (Science)
7. Economic life (Occupational Life)	-	Economic skills (Occupational Skills)	EVS (Social Studies), Mathematics

To Know ⟶ To Be

During this age of life, knowledge of occupation in the community and outside is required. Occupational skills as such can not be developed. The learner has to be equipped with the ability to solve the simple economic problems of daily life relating to the use of money, purchase of essential goods etc.

- Teacher acts as facilitator, organizes and presents the learning situations in social and natural environment.

- Teacher provides learning environment, observes and helps in achieving the learning targets.

- Teacher uses locally available physical & natural resources, processes & problems of the community in Teaching, learning process.

- We find correlation and integration of Health, Nutrition, Child women welfare activities, Agriculture and experiences shared by elderly persons of the community, with the cognitive aspects of learning.

SCHOOL AS HUB OF COMMUNITY ACTIVITIES

& COORDINATING CENTRE

- In EFL School is not only a centre for imparting education of three R's but it is also a centre of activities of the community from which children learn.

- School complements and coordinates Intersectoral infrastructures and different sub systems.

- In EFL school is less costly as it utilizes optimally the locally available existing infrastructures, physical & human resources in the community.

MANAGEMENT OF EFL IN SSA

The cycle of **PIME** given below may be followed in managing the EFL in SSA-

P   =   PLANNING

I   =   IMPLEMENTING

M   =   MONITORING &
E   EVALUATION

PLANNING

MANAGEMENT CYCLE

IMPLEMENTING

MONITORING & EVALUATION
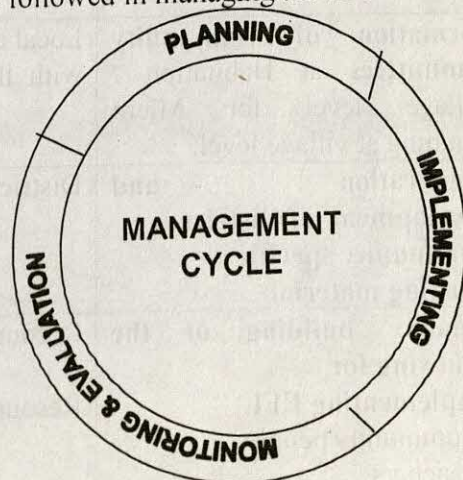
1. **PLANNING OF EFL**

EFL is community owned & community managed program therefore planning is also community based. Community people are involved in planing. Following steps may be followed in preparing plans for EFL. According to SSA perspective & Annual plans are to be prepared.

- Deciding specific objectives of EFL for a habitation, a District and a State.
- Preparing specific community based action plans.

The format of the worksheet given below may be used for developing Action plans with required modification if there is any.

S.N.	Activities / Actions	Responsibility	Time	Place
1.1	**Constitution of core teams for EFL** from Habitation to District and State Level	State Implementation society (SIS) with community based approach		
1.2	**Orientation programme** Orientation of community people, P.R.I.s Educational Administrators, Persons in General Administration, Health, Child-women welfare etc. Deptts. & NGO's	Core Team at their level with the help of Resource persons & Resource Institutions		
1.3	**Mobilization of Govt. Deptts.** and establishing Inter sectoral coordination.	SIS		
1.4	**Motivating and mobilising community** through need based welfare activities	Local core group		
1.5	**Pooling Resources** and converting the schools as community centres	Local core group		
1.6	**Assessment surveys** of Needs & Resources etc.	Core group along with community people.		
1.7	**Formation of community committees** at Habitation / Village level for Micro Planning at village level.	Local core group with the help of BRC		
1.8	**Preparation and development of District / Community specific learning material**	District implementation society		
1.9	**capacity building of the following for implementing EFL** - Community people - Teachers - Extension workers - Persons in administration	Resource Institutions & Resource persons		

1.10	Monitoring	Self monitoring by teachers & Administration participatory monitoring by community people with Resource persons SIS & National Institutions		
1.11	Evaluation	Internal by Resource Institutions and external by external agencies outside the state		

Note : Decisions regarding time and place will differ from state to state, hence not mentioned.

2.   IMPLEMENTIING

Implementation of EFL is quite different from the implementation of a general elementary education program. Here, emphasis is on Motivating & Mobilising Community people who have to manage the program with the help of different Govt. departments, NGOs & Educationists. Outline of the functional strategies are being given on the next page.

FUNCTIONAL STRATEGIES FOR IMPLEMENTING EFL

2.1   **Orientation and Motivation of the political leaders and bureaucrats** Orientation & Motivation of the Chief Minister, Ministers holding charge of Education, Health, Social welfare, Rural Development, Agriculture, Animal husbandry etc. departments and bureaucrats lookingafter the departments is required for smooth & speedy implementation of EFL.

2.1.1   **Mobilization of the Government Machinery** - In addition to orientation & Motivation of Political leaders and bureaucrats at the state level, mobilization of district, block and local level officials is also required for smooth and speedy implementation of EFL. Meetings and discussion of Action Plan is essential for the purpose.

2.2   **Stratizing for functional Inter-sectoral coordination at different levels for implementing EFL**

EFL is a multisectoral effort with intersectoral linkages. An effective implementation of EFL can scarcely be achieved by the Education sector alone. Effective and sizable contributions from other sectors, particularly Health, Agriculture, Animal Husbandry, Cooperative Banks, PHED, PWD, Electricity, Cottage Industry, Housing, Irrigation and communication are vital for making EFL a model, a free vehicle for modification of behaviour of children for better quality life.

Multisectoral and intersectoral linkages in the following area at local, block and district level is essentially required under the cover of Zila Parishad.

Health & Sanitation, Education, Economy, Social welfare, Social Cultural development activities and development departments.

School should work as a centre of Inrter sctoral activities.

Horizontal and vetical linkages should be considered for developmental, vocational and welfare programs. Vertical linkages are particularly relevant at micro and macro levels to facilitate effective decision making, planning at micro level.

Close coordination and collaboration with NGOs should be accorded a high priority. There can be no single approach or model to make intersectoral coordination a reality. What is required is the dissimination of the spirit of concerted intersectoral action.

2.3 **Constituting EFL Management committees** from village to district level based upon tri-party relationship among community, Govt. & NGOs with a good representation of women and persons from disadvantaged and marginalised sections of the society.

2.4 **Motivation and Mobilization of Community People** This can be done by organizing problem solving, need based, health, sanitation, agriculture, animal husbandry and financial help camps integrated with folk lore, folk dances and one act plays. Details of these activities for motivation and mobilization of the community people are being given below -

MOTIVATIONAL ACTIVITIES FOR MOBILIZING THE COMMUNITY

	Area of Activity	Name of the Activities and their details
1.	Personal, Family & Community Healthcare	**Organization of Swasthya Mela with the following activities** - Medical check-up - Preventive & Curative Medical Advise and Treatment - Providing Medicines / Medical kit - Eye and dental check-up camps - Immunisation camps - Pre and post natal care camp - Other camps on the basis of the need of the community.
2.	Professional and Vocational Development activities	**Krishi Pashudhan Vikas Mela with the following activities -** - Demonstration of latest techniques and skills in Agriculture and animal husbandry - Providing help for diagnosis and treatment of animal and plant diseases - Information education for the use of Gobar and other waste material of live stock - Information education about the best use of waste materials in the family &, community - Other related and required knowledge and

		skills for economic development
3.	**Financial help Activities**	**Arthik Sahayata Mela** - Bringing Financial institutions to the village / habitation - Information about different financial assistance programmes - Helping in getting loans & subsidies
4.	**Socio-Cultural Activities**	Integrating the information education program with Folk lore. Folk dances & One act plays.

2.5 SURVEY of Needs, problems and available Resources

As states earlier that EFL is a multisectoral programme to be managed by the community, therefore it is required that needs & problems of the community are surveyed alongwith the survey of locally available natural, physical and human resources to meet these needs and problems so that holistic micro plan can be prepared. Needs & problem to be surveyed are in the areas of Education, Health, Sanitation, Nutrition, Agriulture, Employment & income generation Animal husbandry, cottage industries, Financial helps, Essential community facilities like Roads, Electricity, and housing etc.

2.6 Micro Planning at Village level - Based upon the surveys of basic needs, problems and available resources at local level, Micro planning at village level will be done by the community people with the help of the Govt. officials, experts & teachers. This micro planning will be done keeping in view the holistic development of the village community and inplementation of EFL simultaneously. The school will be the centre of this planning. Prior to the exercise of Micro planning the persons involved in the excercize will be trained for it by the experts of the field.

2.7 Mobilization and Planning for Optimum utilization of locally available Resoures : Natural, Physical, Human and Material

On the basis of the identification of resources available with the community, an action plan for the optimum utilization of these resources has to be prepared under the Micro planning stage and accordingly resources are to be utilized.

The existing infrastructure of different departments at local, cluster & block level be optimally utilized in an integrated way for providing better quality life education. The only need is to integrate them for minimizing the wastage in their individual isolated efforts.

Regarding, the available human resources, the major task is converting them into developed human resources by way of imparting training with an objective of developing their knowledge & skills and to drawout the best they possess. This will minimize the expenditure on EFL as they will be used for EFL.

The other essential step is to arrange financial resources from financial institutions, Govts & Industries in order to implement the EFL programme. Volunteerism, professionalism and public enthusiasm are to be given momentum to make the program a success.

2.8 <u>Developing Curriculum for EFL</u> - EFL being a different programme of education, an integrated approach is required for developing the Curriculum for it. Broader curricular areas may be related to the following -

- **Health** - Personal healthcare, hygiene - our body, health habits

- **Nutrition** & **Health**

- **Sanitation** - Environmental sanitation

- **Family** - Place of individual in a family Kinship. Role of family in individual development. Different roles in a family.

- **Community** - community & family, Individual & community, community & Development. Neighbourhood relationship. Different roles in community

- **Plants** - germination of seeds, young seedlings, warmth, air, moisture, sunlight, etc for growth of plants. Specific plants in the specific area. Plant diseases

- **Crops** - different crops - their timings. Seeds - different type manure's & methods of sowing etc.

- **Different vocation/occupation in the community in the block and districts** - Inter dependence of occupations. Material & jobs in different occupations.

- **Population & Development** - Population education, reproductive healthcare, sexual habits & sexually transmitted diseases.

- **Childhood & Adolescence** - Their special features, Physical, Mental changes during adolescence - Drugs - different types and their use / misuse.

- **Geographical knowledge** - of the state and the nation

- **Rights and duties of a citizen**

- **Freedom struggle, Indian Constitution, special features of Indian Democracy / constitution**

- **Decentralisation** - Local slef Govt. & Panchayat Raj

- **Socio - cultural heritage** - Art, Music, Dances, Literature, Folk art, Folk Dances, Folk Lore

- **Religions** - Religious & communal Harmony

- **National Identity & National Integration.**

These areas will be kept under different subjects. Emphasis would be on development of life skills for better quality life.

Listening, Interaction, Debate, Discussion, Activity, Field Visit, Plays, Project work, Dramatization will be Methods of Learning.

2.9 <u>Preparation & Development of Learning Modules</u> - Learning Modules will be developed on the basis of the needs, interest of the children drawing learning experiences from the problems, processes and environment of the community.

These learning modules would be developed in the workshop. Where teachers, community people, some senior students and educationists collectivity would develop the learning modules.

2.10 <u>Training for Transaction of Curriculum</u> - Teachers, parents, selected youths will be trained for transacting the curriculum. Training would be mainly activity based. Trainees would be required to transact the curriculum in the school effectivity.

Teachers are to be trained as facilitators encouraging self learning in the classroom. Teachers are to be equipped with the skill of providing opportunities to children for their development in accordance with their needs, interest etc.

2.11 <u>Training for Delivery Modes of Learning Modules</u>

Teachers are to be equipped with the skills of delivery of the learning modules in real life situations through day to day life activities.

Teachers has to monitor whether he is achieving the objectives of the learning modules, behavioural changes in terms of knowledge, skills attitudes etc. are visible in the children.

Training for action learning, participatory learning will be imparted.

3. <u>MONITORING & EVALUATION</u>

3.1 **Monitoring & Evaluation plays very important crucial role in the process of management of any programme / project as it ascertains the achievement of the objectives of any programme or project effectively, economically. Thus Monitoring & Evaluation is a desirable & acceptable weapon of managerial effectiveness.** Monitoring is concurrent and continuous with the systems operation. It does not wait ill the wheels of management have been derailed; it seeks to prevent the wheels from getting off the rails. Monitoring is not one time and after the event exercise. its evaluating function is ex-post.

Management of any program / project must know about -

- **What's happening**

- **What's going wrong**

- **What shifts in plans and directions are called for**

- **What must be done to set things right or to seize a good turn when it comes along**

The four points stated above are the subjects of the function of Monitoring & Evaluation. No program can be managed successfully without the feedback through Monitoring & Evaluation, hence Monitoring & Evaluation is very essential part of management process.

The common bases of Monitoring & Evaluation are four - **1. Quality, 2. Quantity, 3. Time and 4. cost.** Any one of these or combination of any two / three / four may be adopted as an index of inputs & output depending upon the nature of the programme / project. SSA is a program of the nature which talks of **Quantity , Time and Cost** with a greater emphasis on **Quality based education** for improving human abilities of all children in the age group of 6-14 through community owned quality education in a mission mode, **hence Monitoring & Evaluation gets a very important place in the management of SSA in general and EFL in SSA in particular.**

3.2　**MONITORING & EVALUATION IN MANAGING EFL**

EFL under SSA is an educational program of the community by the community for imparting the knowledge skills, attitudes, values required for developing human abilities of community children.

Through the monitoring technique we are able to decide - what is happening & what is going wrong In the following aspects of EFL

- Community ownership and management of the program

- Decentralized management

- Life skills orientation of the programme

- Design of the integrated curriculum

- Area-specific Learning Material

- Child centered Learning process

- Integration of cognitive & non-cognitive subjects in the learning process.

- Role of Teacher, Extensive workers and community people in transaction of curriculum

- School as a hub of community activities

- Intersectoral coordination management in EFL

- Mobilization & utilization of physical & human resources of the community

- Capacity building of community people, teachers, extension workers and persons in administration.

- Teacher preparation programs & teachers competencies

- Evaluation of learners

3.3   MODES OF MONITORING

3.3.1   **Self Monitoring At local level** - Manages, teachers may do self monitoring as follows -

- The teachers regarding learning environment, learning process and learner's interest and progress in learning.

- The community people regarding the physical facilities, financial resources, community contribution. Use of physical & human resources of the community.

Tools for the purpose may be developed locally with the help of the experts. Self monitoring may be done weakly / fortnightly. The nature of self monitoring should be informal / less formal. It should be a continuous process.

Community based Participatory Monitoring

Partners in participating monitoring may be -

- Community prople

- EMIS

- Resource persons & Resource institutions

- Representatives of District / State level implementation society.

EMIS will correlate the school level data with the community based information from micro planing and surveys. EMIS will have the periodic reporting system. State implementation societies and National mission for UEE and National Institutions like NIEPA, NCERT, NCTE will also undertake periodic monitoring.

Academic, Organisational and Financial monitoring would work together.

3.4   EVALUATION

In management process ex-post approach to Monitoring is its evaluatory function. The following two questions out of the four stated above are the main theme of Evaluation.

- **What is going wrong**

- **What shift in plans decisions and discussions are called for**.

Evaluation will be based upon research carried out by state level institutions. Comparison of data with EMIS and the data collected by the community would help in evaluative research. Evaluation would answer how far the objective of the program have been achieved effectively and economically. Evaluation would provide the feedback to administration, community people and academic workers for what must be done to set things right. Half yearly and yearly internal evaluation can be proposed. In the end the evaluation may be by external Resource institution from out side the state.

CONCLUSION

EFL in SSA is a different from the prevalent education programs for Universalization of elementary education. **It's major objective is inculcation of life skills in the behaviour of the children. In achieving the objective of EFL program the major management challenges are -**

- **Motivation & mobilization of the community people** for managing the program

- **Equipping the community people with the knowledge & skills required** for managing EFL.

- **Inter-sectoral coordination**

- **Development of desired area specific curriculum & learning material**

- **Equiping the teachers, educational administrators with the knowledge & skills required for effective transaction of the curriculum**

To meet the challenges an effective management system has to be developed. Development of effective management set up for SSA in general and EFL in particular is the major challenge before the sponsoring agencies of the program. Therefore it is an urgent need to build up an effective management system for managing EFL.

(h) Relevant Education: Life skill approach in the context of children of a disadvantaged and marginalized community - micro data from a village in district Koraput, Orissa.

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Sambalpur University

I Referring to the "Learning to do" component of the Delors Commission Report, the concept paper, prepared for the National Consultative meet on "Education for life" by Dr. Shabnam Sinha, on behalf of the National Council of Educational Research and Training, holds "the life skill approach" specially significant in providing meaningful education of the difficult to reach, disadvantaged and marginalized sections of society" (P5).
II
The situation, which I had the opportunity of observing from a very close quarter, refers to a village in Koraput district, Orissa. The village is situated about 13 Km from Jeypore town on the edge of a forest. Spread over 3 hamlets - one is inhabited by the Bhumia(ST), the second by the Damba (SC) and Paraja (ST) and the third by the Kandha (ST). A small population of non-tribal backward communities is also part of the first and the second hamlet. The distance between the first hamlet and the second is about a kilometer, separated by a canal. The third hamlet is more than two kilometers from either of the first two hamlets and is perched on a hill slope.
The occupations in village center around marginal agriculture, agriculture wage and forest collection.
The inhabitants live in nuclear families. They have defined gender roles. The labor at home as well as at work place is divided on gender basis.
III
A primary school is located in the second hamlet. Children from the other two hamlets have not enrolled themselves in the school. The school building made of bricks and cement has two classrooms for 5 classes. On the day of my visit only one room was open. Two children were playing and a teacher was sitting across the village path, in front of a shop and talking to the shop keeper. The head master, who was reported to have come in the early hours, had marked 58 children present, obviously to account for the midday meal.

Literacy in the village is found to be 2% for the male and 'Nil' for the female. The literacy in the district is 24.64% (male 33.99% and female 15.15%). In the rural sector of the district the literacy is 15.89% (male 24.60% and female 7.17%). In the Jeypore Block, of which the village is a part, the literacy is 21.92% (male 31.75% and female 11.88%). Incidentally this is the Block-wise highest literacy (1991 census). The lowest literacy Block is Boipariguda with only 10.59% of the population being literate (male 16.39% and 4.76%). female

IV
Children in age group of 6 - 14 years, when don't go to school, how are they remain engaged ?

In age group of 5-7 years, boys as well as girls do baby-seating for their younger siblings.

Female children in the age group 8-10 years accompany their mothers, male children in the same age group accompany their fathers to their respective work places/ forest to learn the perenta jobs.·

Both, male and female children in the age group of 11-14 years join the work force.

Boys marry around the age of 20-22 years and girls around 15.

V

In agricultural operations the female labour component is in transplantation, weeding, harvesting (cutting). These are skilled operations.

Transplantation requires the knowledge of the depth to which the seedling is to be fixed as well as the distance between two seedlings.

It is a group activity and requires coordination among the participants. The participants maintain a defined distance among one another as well as keep pace with one another as the operation goes on. The child apprentice is expected to observe the operation carefully, learn and internalize the skill.

Weeding is a more difficult job. When the field is ripe for weeding, the plant (paddy) and the weed look alike. The child apprentice has to perfect her observation to distinguish the plant from the weed.

Harvesting involves cutting the crop- paddy as well as other cereals (millets of different varieties).

Here is a risk of injuring the fingers if there is any flaw in handling the sickle and the right way of holding the stalks to be cut.

VIForest collections:

It is a round the year activity. Different items are collected in different seasons. Quite a few of these items supplement the daily food intake. During the rainy season, a number of different types edible mushrooms and green leaves are collected. The mushrooms are capricious elements. Some are deadly poisonous. The child apprentice has to sharpen her/his observation to distinguish edible ones from the poisonous lot.

Similarly, edible leaves are to be recognized particularly when the structure of the leaves of more than one plant, are alike, and only one among them is edible. As the winter sets in, edible tubers are dug out. The tuber throwing plants are largely creepers. The tubers are ripe for consumption only after the plant dies and dries up completely. Thus a tuber yielding dry creeper is to be distinguished from the ordinary ones.

40% of the economy is around the forest. Precise knowledge of the composition and content of the forest has come to become an integral part of the life skills of the community.

VII

Ploughing a masculine job. The boys learn to manipulate the plough from the adults- the father or grandfather or an adult sibling. When the ploughman takes a little respite to smoke, the child learner holds the handle. Through such handling, over a period of about 2 years, becomes a ploughman himself.

There is a complementary requirement to this training - establishing rapport with the drought animals to ultimately control them. This is achieved when on the way back to home, the animals are washed in the pond or the river. The boy does it, rubbing the body of the animals and splaying water on them, when the father takes bath.

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If these livelihood skills are not learnt during the formative years, the boy would become a misfit and marginal to the community and may end up carrying bricks at the construction sites of the nearby town.

I have tried to describe this scenario in order to drive home the point that these life skills should be regarded as education in the broader sense of the term and be suitable incorporated into the curriculum.

VIII

Consequent upon these observations, I suggest that community/area specific curriculum be devised and life skills required for post school life be incorporated into the learning content along with literacy and information oriented contents.

The life skills, whatever they may be, are to taught in situ by the skilled worker and not by the teacher in the school. So that the community and its environment shall come closer to the school and the participation of the people in institutional schooling shall be closer and sustainable.

SECTION 2

BACKGROUND READING MATERIALS CIRCULATED TO THE PARTICIPANTS

(a) Education for Life – Concept and Approaches

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Education for life is a concept based on the fundamental assumption that education goes beyond mere transmission of information. It is aimed at all round development of the learner with interface between **cognition, emotion and motor readiness** for **right and appropriate action.** It also includes inculcation of values for personal, social and spiritual development. As a concept 'Education for Life' highlights the significance of knowledge, attitudes and behaviour that support individuals in taking greater responsibility for their own lives. The aim is at promotion of positive existing knowledge, attitudes and skills for risk reduction, making healthy life choices, resisting negative pressures and making life productive (The Delors Commission Report).

'Education for Life' is an extremely amorphous concept and is often used synonymously with (a) education **for life long learning,** (b) **education for life skills,** and (c) **education for living.** However, equating education for life with any of these specific sub-sets would amount to an unwarranted narrowing down of an extremely comprehensive concept.

a) **Education for life long learning** continues throughout the entire life span of an individual and is consonant with all the **dimensions** of education as well as the years spent outside formal education. Education for life long learning has a **horizontal dimension** penetrating across and into every form of intellectual and spiritual learning known to human being. There is also a **depth dimension** of life long learning which on the one hand responds to immediate and simple needs and on the other to the most sublime search for truth. Education

for life long learning delineates certain role competencies for performing the various roles required to be performed by an individual in human life. Attempts have been made to taxonomise and classify the roles as those of a learner, a friend, a family member, a worker; a leisure time user and so on. Education for life long learning is facilitated through the process of instructional socialization, that is, learning one's role in life through social experience and culturally mediated activities rather than through structured formal teaching. Education for life long learning would cover formal, non-formal and informal modes of learning to equip the learner to perform the varied roles expected to be performed in life.

b) **Education for life skills** is essentially a concept that aims at elimination and negation of the essential gap between the content of education and the living experience of students. Ideally, education ought to prepare students to face the challenges of life. For this, it needs to be initially linked with different life skills, the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of every day life. This could be by way of developing in the students generic skills related to a variety of areas such as health and social needs. Besides this, there would also be certain specific skills, which in the context of elementary education would be divided into sub-skills relevant to and integrative with the curricular subject areas. These would cover cognitive as well as non-cognitive and co-scholastic areas with the aim of a holistic development of the personality of the elementary learner. A diagrammatic representation would be as follows:

Education for Life Skills

Generic Core Skills

Specific Skills
- Cognitive
- Non-Cognitive

For Successful Living

- Problem solving
- Critical Thinking
- Communication
- Self Awareness
- Coping with stress
- Decision making
- Creative thinking
- Inter-personal relationships
- Empathy
- Inculcation of values

- Languages
- Mathematics
- Environmental Studies (Primary)
- Social Sciences
- Science & Technology ⎫ Upper Primary
- Art of Healthy and Productive Living (Primary) ⎭

- Work Education ⎫
- Art Education ⎬ Upper Primary
- Health and Physical Education ⎭

Fig. I

Education for life skills is more relevant for the elementary level. The core skills cover the behavioural adjustment aspects. The specific skills cover the subject specific competencies that equip the learner to develop capabilities both at the cognitive and non-cognitive levels.

c) **Education for living or livelihood** contains within itself the vocational component of education. Such education equips the leaner with the relevant skills and capabilities to enable him/her to earn a livelihood. This is a preparatory phase, to transition the learner towards the world of work. It could contain pre-vocational and vocational skill development related to cottage industries, agriculture, computer education, and the life. Education would be linked to economic productivity to train the learner to earn a livelihood in future life. This is a

concept that would be relevant to the senior secondary level with its roots having been founded at the elementary level itself, in the area of Art of Healthy and Productive Living. This is an area that would be of special relevance to the alternative stream of education; developing in the learner certain pre-vocational competencies that could subsequently be transitioned to vocational training.

Education for life emphasis within itself education for life skills, education for life long learning and education for living. The entire concept of education for life may be diagrammatically represented as follows:

EDUCATION FOR LIFE

Education for Life Sills

Education for Living/ Livelihood

Education for Life Long Learning
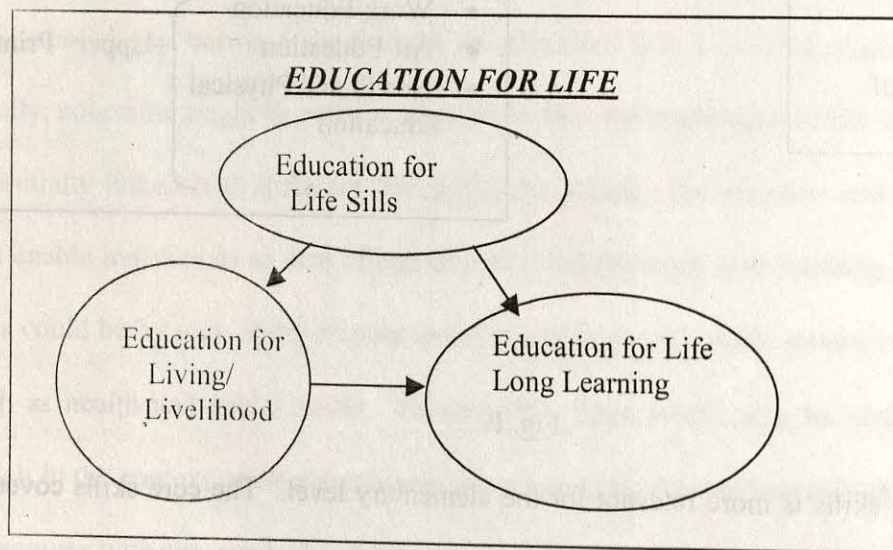
Education for life can be broadly defined as equipping the student with the capacity to translate knowledge, attitude and values into actual abilities – to know *what to do, when to do and how to do* in actual life situations. Education for life is *spatial* i.e. it varies across in cultures and regions. It is also *temporal* i.e. its relevance varies with variation in time and the same skills may not be unformally useful for all times to come. It also

has a time dimension, equipping the learner with skills to face the present an the future with comfort and ease.

The approach towards **'Education for Life'** presupposes transactional strategies that are facilitative of a participatory approach. Traditional teaching-learning focuses on reproduction of facts and emphasizes lecturing and written texts. The emphasis is primarily on standard knowledge that has little relevance or adjustment to local conditions. The attention to attitude and skill development becomes minimal. The **'education for life'** approach however would require fundamentally different teaching and learning strategies. Learners would need to be approached with teaching methods that arouse their curiousity, enhance their willingness to participate actively in the learning process and promote self-learning. The approach would be child friendly, practical, locally relevant and creative. Teaching-learning strategies would need to be interactive and participatory with significant stress on interaction between:

a) Student to Teacher

b) Teacher to Student

c) Student to Student (Child to Child Learning)

What is the Child to Child approach?

The child to child approach is a way of teaching that encourages children to participate actively in the process of learning and to put into practice what they learn. It is based on the pedagogic principle that children enjoy being involved and it helps them to learning better. This makes teaching-learning extremely effective. This could be used significantly for a larger design through developing in the children qualities of:

- *caring and being responsible for siblings (child to child)*
- *influencing other children of the community (child to children)*
- *sharing information with families (child to family)*
- *spreading ideas and messages to the community (child to community)*

The **education for life** approach would encompass the following elements:
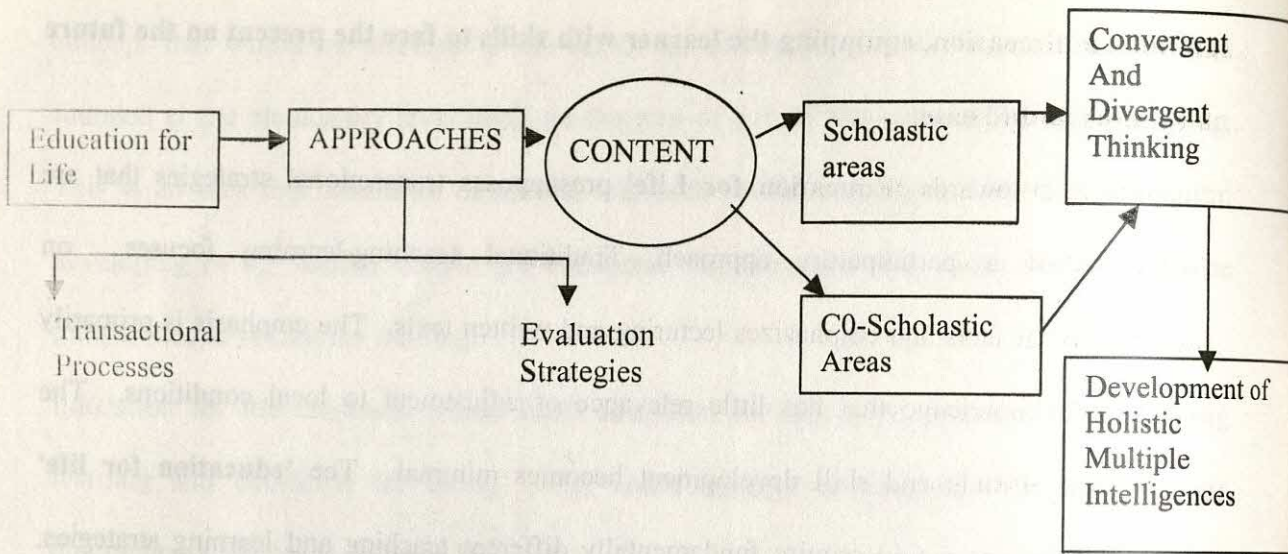
The approaches for **education for life** would be determined by the content of the curriculum. The content of the elementary education curriculum can be broadly categorized into the scholastic (cognitive) and co-scholastic (non cognitive) areas. The scholastic areas cover the subject areas prescribed in the curriculum. The co-scholastic areas cover the Art of Healthy and Productive Living at the primary level and Work Education, Art Education and Healthy and Physical Education at the upper primary level (National Curriculum Framework for School Education, NCERT, 2002)

While transacting the major curricular areas too, the approach would be primarily to transition the subject towards inculcation of skills that are relevant to life. A broad taxonomy would be:

```
┌──────────────┐                    ┌──────────┐         ┌──────────────────────────────┐
│ Scholastic   │ ───────────────▶   │ Language │ ──────▶ │ The meaningful comprehension │
│ Subject      │                    └──────────┘         │ and effective communication  │
│ Areas        │                    ┌─────────────┐      │ of thoughts, ideas and       │
│ (Elementary  │ ───────────────▶   │ Mathematics │      │ emotions                     │
│ Education)   │                    └─────────────┘      └──────────────────────────────┘
└──────────────┘
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Language — The meaningful comprehension and effective communication of thoughts, ideas and emotions

Mathematics — For development and application of mathematical concepts for day-to-day problems to think logically and rationally

Environmental Science/ Science and Technology — For appreciating the need to live in harmony with nature

Social Sciences — For functioning effectively and productively as a member of the community and the world society

(NCFSE, 2000 – NCERT)

Co – Scholastic Areas

Primary Level

Upper Primary Level

Art of Healthy and Productive Living (AHPL)

Development of better motor coordination and sensory discrimination

Capacity to know about self and environment

Knowledge about health, beauty and art of relaxation

Work Education, Art Education, Health and Physical Education

Work education as purposive and meaningful manual work resulting in services useful to the community.

Inculcation of respect for manual work and self reliance.

Development of aesthetic sensibility and creative expressions.

Development of total health of leaner and community

(NCF, NCERT, 2000)

The **education for life** approach would provide emphasis on transactional methodologies that would be sufficiently challenging to the various facets of the learners' personality; effectively catering to the left as well as the right domains of the human brain. Further, the approach would also need to attempt at developing what Howard Gardner terms as the seven types of intelligences **(Gardner, H. (1983)) Frame of Mind: The Theory of Multiple Intelligences).** Gardner proposed that all humans possess at least seven types of intelligence, each related to a specified area of the brain. His concept of intelligence consists of three components;

- The ability to create an effective product or offer a service that is valuable to one's culture.

- **A set of skills that enables an individual to solve problems encountered in life. I.Q. according to him was the capacity to solve problems and make things. It's the can-do part that counts.**

- The potential for finding or creating solutions for problems, which enables a person to acquire new knowledge.

MULTIPLE INTELLIGENCES

Verbal – Linguistic – ease in producing and using language.

Matho-Logical – ability to reason deductively and inductively (problem solving, reasoning and questioning skills)

Spatial: ability to create visual – spatial representations of the world and transfer them mentally or concretely.

Musical: sensitivity to pitch, timbre, rhythm of sounds and responsiveness to emotional elements of these aspects of music.

Bodily-kinesthetic: using one's body to solve problems, make things and convey ideas and emotions.

Inter-personal: ability to work effectively with other people and to understand them and recognize their goals, motivations and intentions.

Intra-personal: ability to understand one's own emotions, goals and intentions.

The Delors Commission Report (Report to UNESCO of the International Commission on Education for the twenty-first Century, 1996, Pairs) has also decried the formal system that emphasizes acquisition of knowledge to the detriment of other types of learning. The Report has called for education with a more encompassing vision - a vision that needs to guide reforms and policy, in relation to both contents and methods. The Commission has delineated the four pillars of learning.

    (a) Learning to know
    (b) Learning to do
    (c) Learning to live together
    (d) Learning to be

These may broadly be explained as follows:

Learning to know	Learning to do	Learning to live together	Learning to be.
• understanding	• dignity of human labour	• discovering others-an awareness of interdependence of humans	• freedom of thought
• knowing and discovering	• application skills		• development of ones talents
• intellectual curiosity	• aptitude for team work	• mutual cooperation, cultural commingling social cohesion etc.	• aesthetic , artistic, scientific, cultural and social expression
• critical faculty	• development of life skills		
• independence of judgement	• ability to communicate and interact with others		• working towards a rich and creative personality
	• ability to negotiate skillfully.		
	• anticipation skills		
	• extrapolation skills		

These skills identified however are merely illustrative and not exhaustive as any effort at quantification of life skills would be counter-productive. The major emphasis would be on identifying some **core skills** which would be subdivided into **specific skills** that would be subject specific and target group specific. It would also have a **time dimension,** being future oriented, equipping the child with skills to face the present and the future with comfort and ease.

The approach to **education for life** would have a dual emphasis, it would have a pronounced **practical bias** and would be **application oriented**. For this the **project based** transactional methodology would be a very appropriate strategy. The project based transactional methodology would attempt at teaching-learning that would have multiple levels;

a) Knowledge level

b) Comprehension level

c) Application level

d) Analysis level

e) Synthesis level

After this would come the most significant component of the **education for life** approach, and that is the **evaluation procedures.** As the teaching-learning strategy highlights **active learning,** based on **interactive, participative** and **activity oriented** procedures, the evaluation strategies would need to be accordingly modified. The traditional summative evaluation processes would need to be substantively changed. Formative evaluation combined with performance-based and norm-based evaluation tools would have to be developed. The **paper and pencil** kind of test would have to be combined with a significant portion of **project based assessment.** Observing a child at work and the providing grades would be a good strategy. These grades could be aggregated with actual summative

evaluation and term-end examinations. Deficiencies in learning would need to be **effectively diagnosed** and appropriate **remediation strategies** devised.

A tentative table is presented containing subject areas, transactional methodologies and evaluation procedures:

(The list is illustrative and not exhaustive – a single competency for each subject has been elaborated upon)

Subject Areas and Competencies	Teaching Learning Strategies	Evaluation Procedures
Language: Communicating meaningfully in familiar and unfamiliar situations	Plays, debates, role play conversation, dialogues discussions in familiar and unfamiliar situations	Holistic skill evaluation of comprehension and effective communication in a meaningful language • Story telling, Picture reading, Comprehension of stories related orally, etc.
Environmental Studies (i) Social Sciences (ii) (Self government and participation)	Visible participation of children in school activities, mock public activities, leadership roles, etc. in a mock, simulated situation.	Observation of qualities of decision making, ability to perceive one's own interests as well as those of others, and contribute as a responsible member of the community
(iii) Science Natural Phenomena and Resources	Textbook teaching combined with outdoor, excursions, field visits, etc.	Through simple check list for observation, oral questions, practical activities and projects and role play based on the environment.

Mathematics Understanding geometrical shapes and their characteristics	Relate concepts to previous knowledge – 'half a chapatti', 'one fourth of an apple', etc. – concrete examples from the local context to explain abstractions.	Active involvement, through handling materials and shapes, comparing and looking for patterns. Evaluating concept formation through oral questions/ application skills related to the kitchen, the market, the playground, the bus or other familiar situations.
Art of Healthy and Productive Living (AHPL) To develop respect and dignity for manual labour and hard work	Keeping the classroom and surroundings clean – an activity to be carried out as a joint participative effort of the teacher and the children.	Organisation of group and individual activities and observation in the child of the capacity to imbibe values of respect of manual labour, tolerance humility and respect for peers.

A holistic approach towards **education for life** would result in behavioural change in the learners to empower them to take positive actions towards self-protection, promotion of health and positive social relationships. These would enhance in them productivity, promote self-esteem, prepare them for the world of work, maintain good mental and physical health for joyous, stress free and happy living.

On the macro level, an early realization of the need to provide education that is relevant to life and local specific would have obviated larger detriments. "Had we realized the significance of acquainting children with the indigenous techniques of water resource management, traditional methods of preparing fertilizers, preserving food grains, utilizing herbs and ensuring cleanliness and developing a sense of attachment and responsibility towards people and the community, the picture would have been very different in every sphere of human development (Rajput, J.S. 2002: Quality Perceptions in School Education).

The time is perhaps now ripe to undertake a system of education which in the words of Dr. Zakir Hussain (Presidential address, All India Education Conference, 1952); "would strengthen the foundations of life, which would give the right direction to thought and action, which would harmonize life with laws of nature, which would offer morality to character and strength the personality".

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(b) Basic Education of Gandhiji as a Preparation for Life
"Education for life in the context of Sarva Shiksha Abhiyan (SSA)"

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It has been a need of the day for providing education to children that is relevant to life. Universalization of Elementary Education through the Education for All (EFA) programme demands providing quality elementary education to all, relevant to life. Education relevant to life needs to equip children to face emerging challenges of survival, health and hygiene, globalization and awareness about their rights to education. It is planned and expected to achieve universalization of elementary education by 2010 in the national programme. Gandhiji gave to the world-community a vision for social awareness and cohesion, living together harmoniously without conflicts, and achieving equality, equity, peace and social justice. He perceived how such ideas could be put to practice. The universal declaration of human rights of the General Assembly of the United Nations (1948) states in the article 26: (1) Everyone has the right of education. Education shall be free and compulsory at least in the elementary stages. (2) Education shall be directed to all-round development of the human personality. (3) Parents have a prior right to choose the kind of education for their children.

Providing such relevant education for life is not al altogether new area. Efforts have been taken in the past for providing education for life skills rather than mere cognitive education. The Basic Education Programme (1937-61) was nothing but a life-skill approach to education. Basic Education involves education to equip the learner to face life through all round development of the body, mind and spirit, socially useful productive work culture and development of values and character -building.

Concept of Basic Education:
The educationists at the Wardha Education Conference discussed thoroughly the scheme of education put forth by Gandhiji and adopted the following resolutions:
- Free and compulsory education for seven years at the elementary stage must be provided on the national level.
- Education should be imparted through the mother tongue.
- The focal point of such education should be manual productive work in order to develop total capabilities.
- Basic Education is an education for life, and through life, through creative and socially useful productive work.
- Basic craft is an integral part of the productive work.
- Basic craft should be correlated to subject-content and social environment.
- All knowledge would be correlated to some activity, practical experience and environment.
- Close integration would be effected between the school and the community with a view to fostering values of community living.
- Basic Education would not be regarded as being meant only for rural areas.

Lord Macaulay had introduced education of three 'R's (Reading, Writing and Arithmetic) with a view to governing India. Gandhiji put before the All India Educational Conference (Wardha - 1937) his new scheme of education of 3 'H's (Head, Hand and Heart) in place of three 'R's. It contained basically new values of education, so it was known as ".

Gandhiji's Thoughts on Education:

Mahatma Gandhiji was a great revolutionary Rishi. He had contemplated about all aspects of entire life and reached his own conclusions. It was his originality that he tried out every idea in his own life and became sure of its relevance and then he applied the same idea on a wider scale. In this way he convinced all concerned of the wonderful potential of his idea to bring about social educational, economic and political revolution. It was his firm conviction that the national regeneration was possible only through new system of education. He was a vision of that system of education. He wanted to spread that system of education in India. On the other hand, he was making experiments of education in his Ashram on a small scale.

Value-education and Character-building

Gandhiji was convicted that all development without character building was meaningless, as if zeroes without one. His aim was character-building in education and therefore he asserted this point frequently before the people.

Some quotations of Gandhiji

- The true occupation of man is to build his character.
- ...Our ancient school system is enough ..... character-building has the first place in it.
- All education must aim at building character.
- Even imparting knowledge should aim at character-building.
- Formation of character should have priority over knowledge of the alphabet. If this order is reversed the attempt would be like putting the cart before the horse and making it push the cart with its nose and would meet the same success as the latter course.
- Education, character and religion should be regarded as convertible terms. There is no true education which does not tend to produce character and there is no true religion which does not determine character.

According to Socrates, knowledge which does not end up in virtue is meaningless. Education of character-building was given in the ashrams of the ancient rishis.

Method of character-building:

- A man becomes good or bad by his deeds, आचार: प्रथम: धर्म: A The price of action less thoughts comes to naught. Hence good actions, good behaviour is fundamental to well-being of an individual as well as society.
- Simple living and high thinking is a way to acquire virtues. One has to consciously strive for than. True education is that which develops internal virtues of man.
- That to do good to others and serve them is real education.
- Gandhiji had valued importance of craft in education very high. True development of the intellect is not possible without vocational training.
- That education alone is of value which draws out the faculties of a student so as to enable him/her to solve properly the problems of life.

Attainment of soul or salvation is one and the final goal of human life. सा विद्या या विमुक्तये Education is that which liberates. Thus the aim of education is spiritual development, and where this is achieved, the ability to make living is bound to follow.

Education through craft:

Good habits of doing every work necessary in life in a nice way should be inculcated through education. Efforts should be made to impart as much knowledge through craft as possible. Special care should be taken that correlating every subject with craft education does not become unnatural and artificial. Gandhiji, Gijubhai, Vinoba, etc. wrote number of articles in this regard.

After the implementation of Wardha scheme of education, the Bombay Government adopted the policy to convert all primary schools into basic schools and all training colleges into primary basic training colleagues. Gandhiji had put the scheme of basic education before the country in which subjects are to be taught in correlation with craft, community-life and chhatralay activities.

Craft-work or socially useful productive work (SUPW) is a process inseparably connected with life. It prepares children for life. The success of basic education depends on implementation of these principles. To live consistently in the community, to live industriously and to live a self-reliant life-all these form a foundation of art of living, which is basic education - a preparation for life. The teacher in basic education not only teaches various subjects to students but also moulds their lives.

Special characteristics of Basic Education:

- Education for preparation of life is given through life, so the qualities of self-reliance are inculcated in children.
- Education is imparted in correlation with the society, nature and craft.
- Hand, heart and health are associated with head i.e. education of 4 H is imparted.
- Education is imparted in correlation with craft i.e. some sort of socially useful productive work (SUPW). In this respect Gandhiji warned: "I don't talk of Craft (udyog)-education, but I talk of Craft (udyog) in education. Udyog in education means: It makes minimum wastage. It is taught scientifically and not as drudgery. Udyog is not taught in vacuum. It is taught as a part of society. In buniyadi talim there is udyog upto the last stage. Old education is Job-oriented. Job means: less work: more money. Then how can poverty be eliminated? All things are produced by labour. Hence in udyog is the first priority.

Hence society and udyog should be connected in . This is correlation. Without correlation there can be no .

Knowledge that is attained through action becomes effective as it is proved by experience. क्रियावान् स: पंडित: । उत् + योग = उद्योग The yoga - the work which rises the man is udyog (craft). Knowledge when got correlated with craft becomes science. ज्ञानम् विज्ञान सहितम् A because on correlating knowledge with action number of new and new correlations materialize. The craft proves more efficient as compared to other educational media in arousing one's self-confidence by manifesting creativity in the child. There is a qualitative difference between activity and craft. has given importance to craft and not to only activity. Moreover it has defined craft as socially useful productive work (SUPW). The activity or work in which these conditions are not fulfilled is not a craft in view of. Craft may change according to place and time as SUPW.

Correlation is the breath of Nai Talim. Correlation must be in all subjects. The word alone is lame, the activity alone in inert. Establishment of relation between the two is correlation.

Learning: the treasure within

Learning: the treasure within, an educational charter of the 21st century is a commentary of Nai Talim itself.

Education for life means: education going beyond mere information and knowledge. Education for preparation of life aims at all-round development of the child including inculcation of values. Thus basic education prepares students to face challenges of life, as it is linked with life skills.

The Delor's Commission formulated four pillars of learning. (i) Learning to know. (ii) Learning to do (iii) Learning to live together and (iv) Learning to be. These pillars are nothing but the Basic Education terminology. It is not enough to supply the child early in life with a store of knowledge. The child must be equipped to search learning opportunities throughout life, both to broaden knowledge, skills and attitudes to adapt to a changing, complex and inter-dependent world.

Basic education has been organized around four fundamental types of learning throughout life as stated by pillars of knowledge.

i. Learning to know: acquiring knowledge.
ii. Learning to do: doing activities creatively.
iii. Learning to live together: participating and co-operating with other people in human activities as community living.
iv. Learning to be: Essential progression proceeding from the previous three. Of course, all these four pillars form an integrated whole. In fact all this is nothing but a commentary of what Gandhiji said:

• "By education I mean an all-round drawing out of the best in child-body, mind and spirit.
• True education should aid development of manhood."

Gandhiji had advocated getting knowledge while doing things. True development of intellect is not possible without vocational training, i.e. the concept of education through vocational training.

Those who are required to live together, they learn to live together. By doing daily work together as community living, they develop the spirit of mutual co-operation, spirit of equality and spirit of mutual help.

This is the foundation of community life in the chhatralays. 'Learning to live together' is synonymous to community life in Nai Talim.

Gandhiji had said: "That education alone is of value which draws out the faculties of the child so as to enable him/her to solve properly the problems of life".

Gandhiji said, "I have given two-four things to the world, but the last and best of all of them is that of Nai Talim". Nai Talim achieves comprehensive development both of the person and the society together.

Nai Talim is the education of social transformation aiming at creating a new society based on equality and free from exploitation by ensuring educational, economic and social development, trailing behind and removing disparities in the society.

Nai Talim institutions in Gujarat have lighted many lamps of knowledge in backward, tribal, remote and underdeveloped areas, have awakened a new consciousness in people led them on path of development and manifested a new life on them through various constructive activities. These institutions have aroused an indomitable hunger, in the classes of society neglected since thousands of years - scheduled castes, scheduled tribes and other socio-economically backward classes and in women of each and every class for education development and improvement of their lives, thereby helping universalization of primary education and spread of education at all levels. This reveals a glimpse of social transformation through .

The fundamental aim of Nai Talim is 'Creation of a New Man - A new man in new age'. Nai Talim does not stop at the personality development.. Its target is, "A New Social Order" - the name of which is Sarvodaya, Non-violent Society. tries to impart 'true education' through the media of craft, community-life and social service over and above the traditional education.

Role of the Basic Education in the universalization of primary education
Primary education is a key to national development. Our constitution made it a guiding principle of state policy to provide free and compulsory education to all children upto age of 14.Primary education has been made a fundamental right.But a great obstacle in this work is scarce resources. As a solution to this very problem Gandhiji had put the scheme of basic education, before the country. Basic education has conceived this situation and provides a workable solution. The vision concretized in basic education will remain for years to come . Gandhiji called Buniyadi Talim as the greatest gift given by him India.
The contribution of ashramshalas (residential primary basic schools) in the universalization of primary education in villages and tribal areas is invaluable. There is no exaggeration in saying so they are a blessing for children of the backward classes in the development of education . *Aadivasis* are backward in education as compared to non-*aadivasis*. They are not that motivated to get education. Hence ashramshalas where established in *aadivasis* areas to inculcate in them attitude for education . After independence in the year 1953- 54, schemes of ashramshalas was implemented. At that time eduction at the primary stage was being imparted in ashramshalas .
Thus in different districts of the Gujrat state the total no of ashramshalas for Scheduled Tribes, scheduled Castes, and Socially and educationally backward classes is 653 in which there are 427 ashramshalas for Scheduled Tribes, 84 ashramshalas for Scheduled Castes and 142 ashramshalas for Socially and Economically Backward Classes.

The Gujarat Sangh since its establishment in 1948 has been very active so that all the (Basic Education) institutions become best centres of . It started its work very effectively in the whole of Gujarat, as a result the Gujarat is the only State all over India, where work of basic education is going on very well; as compared to other States. The sangh helped to

develop at all stages education through craft, community life activity and programmes of social service. The sangh has prepared and published under the project: Study of the present status of institutions in Gujarat the following literature:

(I) Research (Survey) Reports:

    i.   Ashramshalas

    ii.   Uttar Buniyadi and Uchchatar Uttar Buniyadi Vidyalayas

    iii. Mahavidyalayas (Gramvidyapiths)

    iv. Prathmik Buniyadi Adhyapan Mandirs (Primary Basic Training Colleges)

    v.   Gradiate's Basic Training Colleges (GBTCs)

(II) Success-stories of 25 Institutions.

(III) in Gujarat: Philosophy and development (History of)

All this served as reference material.

Wherever Basic Education () has been implemented with sincerity and dedication the results have been very commendable. The approach of basic education and its programmes in Gujarat have been praise-worthy and therefore it is required to tread that path with more commitment, dedication and consciousness. And all this will help not only in universalization of primary education but also in development and spread of education at all levels and thereby help in preparing children - the new generation for life.

### (c) Curriculum Issues and Concerns for Education for Life

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Education is a process of human development and empowerment, a process that enlarges the boundaries of the self from self-centred ego to society to the universe, a process that raises the levels of consciousness from physical to emotional to vital to intellectual to spiritual. Ideally speaking it prepares a person to lead a full life of what UNESCO (1972) calls a *complete man* or what Carl Rogers calls *fully functional person* satisfying to oneself and beneficial to the society.

Prof. K. G. Saiyidain (1962, p-5) sees education "as an activity which is concerned with the individual and with society or rather with the *individual in society*". Every system of education he says "must be judged by this criterion – does it foster the development of individuality and in that process manage to adjust the individual adequately to his growing social environment"? In this context the educative process is life centred, life long and life related. To use Vivekananda's phrase education is for *"man making"* or to use the well known Gandhian phrase education is for *mind, body* and *spirit*.

Education, as a *system* is an orderly grouping of interdependent and interactive components linked together organically to achieve specific objectives. As a system, education encompasses components such as teachers, students, educational management, curriculum, teaching learning process, teaching materials and aids, monitoring, evaluation and subsequent feedback to review and revision different components. It is in this context that one may see curricular issues and their relationship with education for life.

Curricular issues *per se* relate to triple realities relating to social, educational and curricular. The curricular reality being the subset of the educational reality which in turn being the subset of the social reality.
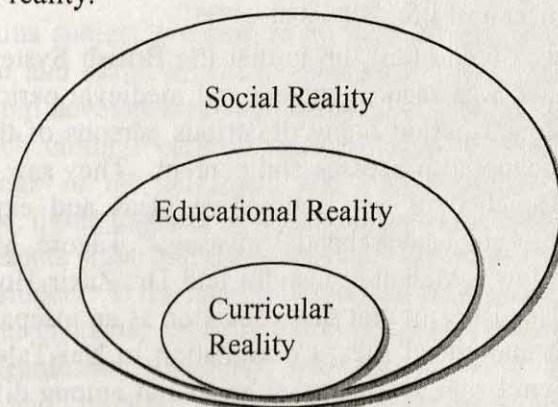
Social reality is a multidimensional entity. It is a function of cultural, political, economical, technological options. Boundaries of social reality also interact globally and thus global reality impinges on the nation's social reality. Social reality like an individual is never an island. Thus the present global trends of unipolar world, technological world and distanceless world have implications for India's social reality.

For understanding intertwining of curricular issues and education for life, one has to look at the historical perspective. Formal education system in India began with Macaulay's Minutes of 1935 which had observed that Indian customs, tradition, languages and literature were awfully deficient and wanting. This was a very wrong and malicious estimation. Based on this (wrong) assumption the British founded the system of modern Indian Education in India. The Minutes observed that "the dialects commonly spoken among natives of this part

of India contain neither literary nor scientific information and are so poor and rude that until they are enriched from some other quarters it will not be easy to translated any valuable work into them". The Minutes further observed, "We must at present do our best to form a class who may be interpretators between us and the millions whom we govern, a class of persons Indian in blood and colour but English in taste, in opinion, in minds and in intellect". It was this thinking that launched the modern education system in India which bereft it from its roots and severed its connections with life. Instead of education being "For Life" it was made to become an instrument that formed Indians in blood and colour but English in taste, in opinion, in mind, in intellect.

Before the beginning of the colonial rule the aim of education and aim of life were two sides of the same coin. As life needed truth, light and immorality education was to lead from falsehood to truth, from darkness to light, from death to immorality.

असतो मा सद्गमय
तमसो मा ज्योतिर्गमय
मृत्यों मा अमृतंगमय

Mere accumulation of wealth was never the objective of life मा गृध कस्य स्विदधनम्(ईश 1) Wealth by itself was never seen to true happiness and peace of mind न वितेन न वितेन तर्पणीयो मनुष्या Education was seen for growth and development and self empowerment उधानं ते पुरषो नावयानम

Education and knowledge was considered as the real and everlasting ornament of a person. विधानाम नरस्य रूपमधिकं (भृत हरि नीतिशतक) "Learned man" says Iqbal is one who has "few needs and high aims and goals." उसकी उम्मीदें कलील उसके मकसद जलील- The role of education he further observes "is to help to realise our potentialities. It should create and enhance our creative potential rather than imprison, crush and curb them." Iqbal says "Fettered and cramped life is like a little sluggish rivulet Free, it becomes the boundless ocean" बन्दगी में घट कं रह जाती है एक जू ए कमाब और आजादी में बहर-ए बकरन है जिन्दगी or what Upnisads say, knowledge is nectar of life. विधा अमृतं अश्नुते

The point that is being built up is that the British System made a breach between life and education; which was seen in ancient and medieval periods as one indivisible whole. Even during the colonial period many illustrious persons of the country dedicated themselves to rejuvenate educational processes and content. They saw the danger of the British education system and launched on any innovative ideas and experiments. Raja Ram Mohan Rai, Dayanand Sarasvati, Ishwarchand Vidyasagar, Tagore, Vivekananda, Sri Aurbindo, were to some name a few. Mahatma Gandhi and Dr. Zakir Hussain evolved the concept of basic education or Nai Taleem; that saw education as an inseparable entity of productive work, self empowerment and social life. Coordination in Nai Taleem was to be established not only between academic and vocational subjects but among different subjects, and topics between work and education, society and school, and between content of learning and nature. Thus the learner, the content of learning, the institution (School) the society and the nature were to develop among themselves interdependent links. The whole thing was an undivisible entity, a web of interconnectedness of strands where individual strand by itself has no meaning unless seen in relationship of the network.

Nomenclature Nuances

Before we delve deeper into the interface of curriculum and education for life, we should make a clear distinction between *education for life* and *education for living and education for life skills.* Education for life should not be equated with education for living nor with life skills. Education for living is only a subset of education for life. Education for living brings in the concept of work education, pre-vocational, vocationalization of education and

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vocational education. It builds bridges between education and the world of work. Organised thoughtfully, vocational education, and work experience may help manual work to become an integral part of academic work also. This aspects, well visualized in Nai Taleem, seems to have been now relegates to the background. Mahatma Gandhi insisted that "work" and "thinking" should go together and to express that aspect he used a term "thinking fingers". This aspect later on caught attention of Paulo Freire (1970) and Donald Schon (1983) who developed and elaborated concepts like "action and reflection" and "reflection practioner" respectively.

Education for life also should not be seen as *education for life skills*. Life skills are local specific, and are "temporal and spatial in nature" (NCFSE 2000, p-17). There are core life skills like problem solving, critical thinking, communication, coping with stress, decision-making, creative thinking and interpersonal relation, there are other life skills which are *instrumental*. Swimming may be an important life skill in villages of costal region. Camel riding may be another instrumental life skill in the desert areas of Rajasthan. Knowledge and awareness about AIDS, teenage pregnancy, drug addiction also constitutes life skills.

Life skills could be seen in the context of target groups like teacher, students, facilitators. Hurst (1983) has outlined five skills for adult educators (facilitators) relating to self confidence in oneself to handle any situation, effective communication, commitment, compromise, and creativity. Harris (1970 p-32) mentions probability estimation as one of the important life skill. It refers to capacity of an individual to infer and estimate what may happen. Life skills are also embedded in subjects, taught in elementary or secondary classes like active listening or reading between the lines in languages, or correct observation in sciences or empathy in social sciences. There are also skills which students must acquired, teachers must imbibe and skills which have universal application when skills get repeated over a long period of time, they develop commensurate attitudes which when becomes a part of life, part of personality, they get transformed into values. Fig 2 presents this idea in a graphic form.

The first circle contains subject oriented skills and values. For example languages must help develop the value and skills of clarity, precision, force and rthym. Similarly, science and mathematics should develop brevithy, objectivity. The values of social cohesion national identity, and the rich cultural heritage may be weaved in while teaching social sciences. The core teachings in all languages and other subjects may highlight the importance of tolerance, peace, living together and striving for excellence.

The second circle presents (List is illustrative only) essential values that need to be developed in the learner, the student. If the institution designs its activities in such a way that students develop qualities and character of hard work, diligence, punctuality, self control, persistence, perseverance, cleanliness, regularity, self esteem, what better there can be education for life. Ancient Indian Literature show a hard road to the student.

काक चेष्टा बकोध्यानं
स्वान निद्रा तथैव च
स्वल्पहारी गृह त्यागी
छात्रस्य प च लक्षणम्

Similarly, teacher education, through inservice and preservice programmes should develop in teachers those skills, values and characteristics which will be beneficial for the overall teaching process. For example commitment, dedication to duty, impartiality, concern for the learner, resistance to commercialization, are true indicators of education for life for a teacher. He should continue to learn these skills through out life. The Upnisads says, we

should never abandon or postpone self learning and instruction (sharing one's thought with others) स्वाध्याय प्रवचनाभ्यां य न प्रमदितव्यम् (तैति 1.11)

Universals
- Tolerance and respect for otherness
- Ability to cooperate, share and live together
- Respect for nonviolence, and truth
- Respect to the dignity of an individual and democracy
- Cheerfulness, fearlessness

Teacher Oriented
- Content competence
- Teaching Competence
- Commitment to student and profession
- Dedication to duty
- Impartiality
- Opposition to commercialization of profession

Student Oriented
- Self control
- Diligence
- Persistence and perseverance
- Self esteem
- Positive self concept
- Regularity, punctuality
- Self study habits

Subject-oriental Values
- Clarity of Expression, empathy, force, vigour and poetic resonance (Languages)
- Brevity, precision Objectivity (Science)
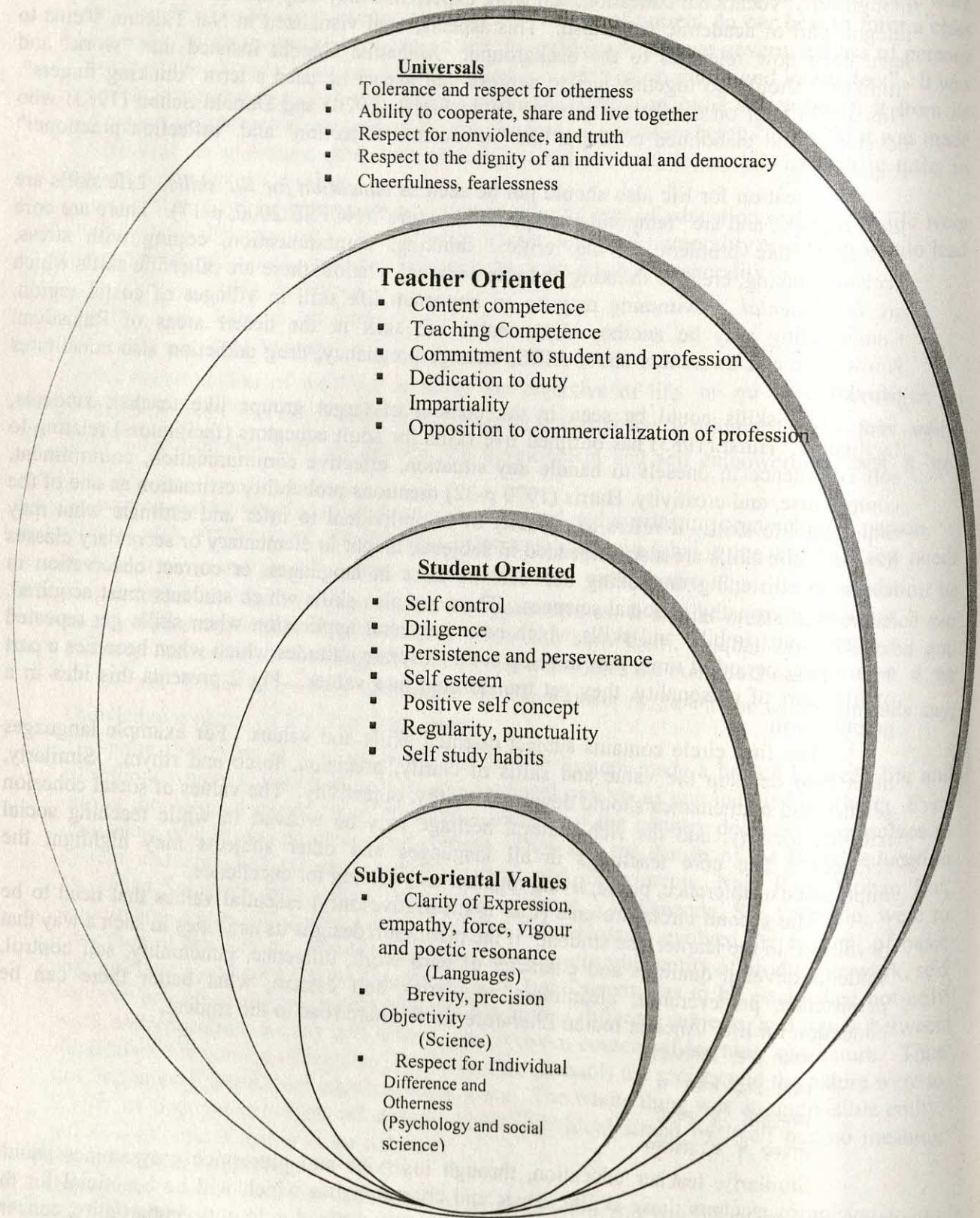- Respect for Individual Difference and Otherness (Psychology and social science)

Fig 2
Concentric Circles of subject student, teacher and universal oriented skills, attitude and value systems

The term "education for life" is a very wide and comprehensive one. Its meaning and scope will depend upon the meaning we give to life. T. S. Eliot has seen it at various levels in the following lines

Where is the life we have lost in living
Where is the wisdom we have lost in knowledge
Where is the knowledge we have lost in information
(Choruses form the Rocks)

Those who believe in higher levels of consciousness may find the following advise of the Upnisads, a perfect case for education for life. "Tell the truth always follow the righteous path and never abandon self learning" It is an example of education for living outlined in Traitriya Upnisad.

सत्य वद धम स्वाध्यायानमा पमद : (1.11)

To fully understand Education for life one has to reflect at the philosophic level. We have to ask ourself what constitutes life. Certainly life is a many-sided activity; it is an activity that is lived for self, and the society and it is to be lived here and now and also in future. It demands ability to reflect deeply and acquire knowledge (jyana) to do meaningful, purposeful, beneficial work (karma) and love your fellow being and the Highest Power (Bhakti) to live fearlessly (Abhaya) to abjure pride (adhambha) to live without wearing masks (arjavam) to engage in self study (svadhyaya) to have mercy (daya, karuna) to abjure violence (ahinsa) and to be truthful (Satya).

If we come down from this high pedestrian we may say that education for life would develop our awareness and knowledge about other issues like problem solving, decision making, productive use of time, increasing one's performance efficiency, rational thinking, coping with stress effective communication and pursuit for excellence. The list can be long and daunting. We may take two examples one relating to communication and other relating to open mindedness which, by all count, are important ingredient of education for life.

Communication

One of the important objectives of education for life is to help the student gain language competence. It requires a life time to gain language mastery; for language is a unique system that can make infinite uses of finite units to communicate information, concepts, principles and emotions. With language competences one develops abilities to comprehend, to express, to negotiate. Creative expression is one of the higher level competency. One can feel the force of creativity and emotion in this well known couplet of Mirza Galib.

र्या में दौड़ने फिरने के हम नहीं कायल
जब आँख ही से न टपका तो लहु क्या है

Sanskrit literature tells us not to indulge in meaningless, dry and hard worded talk. Look to the brevity of expression.

शुष्का रूक्षा पुरषा पाचो न ब्रयात ??

Major concern of education is to develop right language competencies. It takes years to develop a feeling for words; to create verbal images, to induce poetic resonance. If we look to following illustrations we would see how choice of words create everlasting impression.

I decline to accept the end of man because he has a spirit capable of compassion, sacrifice and endurance. It is poet's duty to remind him of his courage and honour and hope and pride and compassion and pity and sacrifice

(William Faulker)

I impeach him in the name of the Commons of great Britain whose national character he has dishonoured, I impeach him in the name of the people of India whose laws, rights and liberty he has subverted, whose properties he has destroyed whose country he has laid waste and desolate

(Edmund Burk)

Impeachment of Lord Harding

Four score and seven years ago our forefathers brought faith on this continent a new nation conceived in liberty and dedicated to the preposition that all men are created equal

(Abraham Lincoln)

Gettysburg speech

Friends and comrades, the light has gone out of our lives and there is darkness everywhere, our beloved leader, Bapu as we called him the Father of the Nation, is no more......... The light has gone out, I said and yet I was wrong for the light that shone in this country was no ordinary light.....

(Jawaharlal Nehru)

The above examples have been given to show how selection of words make everlasting impression. Communication is a multisided capability that encompasses abilities to speak clearly, distinctly forcefully and without harshness. Communication includes ability to listen, and to understand the meaning of gestures, pauses and body language. And communication includes, reading (and reading between lines) and writing. Communication also includes articulating ideas, discussion, debating, and negotiating. Let us take another example.

Open Mindedness: Open mindedness is a frame of mind that makes one open to receive new ideas and open to correction. It has been said "He who never alters these opinions is like standing water and breeds reptiles of the mind." (W. Blake). To develop skills, attitude and values of open mindedness, educational curriculum will have to reengineer its transactional and evaluation strategies. It is an important component of scientific temper. Open mindedness believes that there is no such thing as finality. Sticking to one's own views even when the conceptual gaps have been identified is a mark of close mindedness. There would not be a better illustration than to quote Mahatma Gandhi what he wrote in Harijan (April 29 1933, p-2) " I would like to say to the diligent reader of my writings and to others who are interested in them that I am not at all concerned with appearing to be consistent. In my search after truth I have discarded many ideas and learnt many new things"

Curricular Concerns

Thoughtful efforts have been made over the years to concretize educational experiences making them relevant for life. Efforts done by Vivekananda, Tagore, Aurobindo and Mahatma Gandhi take education come closer to spirituality, nature and aesthetics (Tagore), selfless service and boldness of character (Vivekananda), cosmic and super consciousness (Sh. Aurobindo) and respect for manual labour, coordination and interrelationships between learner, work, content of learning and nature (Mahatma Gandhi). Let us take some examples. National Educational Policy (1986, 1992) emphasised that education for constitutional obligation, content essential to nurture national identity and India's common cultural heritage should become the common core as well as an essential part of education for life. NPE (1986) included equality of sex, protection of environment, removal of social barriers, observation for small family norms and inculcation of scientific temper as an essential education for life. Minimum levels of learning (NCERT 1991) lists nine areas,

which must become essential part of education for life. Non cognitive areas specified in MLL are; regularity and punctuality, cleanliness, industriousness, sense of duty and service, equality, cooperation, sense of responsibility, truthfulness and national identity.

National Curriculum Framework (1988, p-34) mention affection, kindness, sympathy, politeness, emotional control, emotional stability as some of the characteristics which must be developed both in the students and the teachers. NCF (2000) mentions social cohesion, national identity and preserving cultural heritage most important areas of education for life. Education in the 21st Century must also equip the learner to meet challenges of information and communication technology, and impact of globalization. The education system should make every effort to build interface between conceptual intelligence, thinking and emotional intelligence. Developing emotional poise has been considered as one of the important feature for achieving overall success. Many researchers have shown that success in business depends as much as on IQ as on EQ (Emotional quotient). The well known word *Sthitya Pragya* fⁿÍÉiÉ |ÉYÉ has great significance for achieving equipoise, balance, tranquility and emotional stability.

UNESCO and Education for Life

Jomtien Declaration (1990) gave an extended concept of basic education and also widened the target group to include child, youth and adult. The extended concept of basic education included learning tools such as literacy, oral expression, numeracy and problem, solving. Content included knowledge, skills, values and attitudes. The focus is to impart education for life so as to help learners to develop their full capacity to live and work in dignity, to participate fully in national and international development, to improve quality of their life, to make informed decision fo/kksRiu foosdu lnSo L;kr lqfu;Z.k and to continue learning.

UNESCO (1972, 1990, 1996), UNESCO (1996) identified a forth pillar of learning and stressed that education must promote skills, attributes and values that initiate and strengthen living together. The expanded vision of basic education (EFA Jometein Declaration) relate to pre primary education, primary education, adult literacy. The essential skills include knowledge skills and attitudes, which are needed in everyday life relating to work and quality of life. The basic learning skills help learners to raise their awareness and knowledge of rights and duties. For example education would include life skills needed for better health, childcare, nutrition. The life skills have to be learned in the school as well as outside the school. Life skills are to be promoted by teachers as well as media, newspapers, magazines, and social activities, libraries and museums. Every opportunity may be used to ensure environmental protection, and repel health hazards.

Peiris (1996, p 311-316) mentions anticipation, exploration, and participation as main life skills. Anticipation would demand observation and analysis of the situation. It also demands readiness for future contingencies. Anticipation is a life skills demanding comprehension not only of the parts of the whole but how the parts interact and how they get combined. Similarly exploration demands imaginative adjustment. It also demands creativity and flexibility. Participation has implications of give and take; agreement and disagreement. Participation also builds linkages, network and collaboration.

Education Commission (1964-66) saw education as a task for national development. In that context developing one's own competences and levels of performance ensure national development. Productivity is an important measure to alleviate poverty. In a sense education must alleviate poverty. Poverty can be seen at various levels. In a thought provoking article

(Wagle 2002) poverty has been shown to have three reference points; one relates to economy, that includes income and consumption, the second relates to an individual's capacities in terms of education, and health and the third relates to social exclusion, which results into exclusion, isolation, alienation and a sense of aloofness and loneliness. Educational efforts should be directed to help eliminate poverty of all the three categories referred to above. That means education should be work oriented and vocational in character to help an individual to increase his income and thereby help him live a comfortable life overcoming deficiencies of health and malnutrition. Education programmes should also develop such – skills that will make an individual build his capacities. Learning to learn is one skill that helps in developing one's capacity building putting in hard and sustained work is another attitude that helps an individual to increase one's own innate capacities. Pursuit for excellence is still another one. Education should also help an individual to overcome his sense of exclusion, aloofness, alienation UNESCO (1996, p-57) brings out the point that education should not contribute to social exclusion.

Thus, education for life must be such that would help an individual to enhance his income. Education should be such that develops those skills which empowers an individual; skills to learn, to manage time, to manage tensions, to increase performance output, to live together and work in a teams. Similarly, education for life must promote inclusion and remove exclusion.

Designing a Matrix for Education for Life

Education for life should be understood on 4 by 4 matrix that relate to aspects of life (i.e. relationship with self, relationship with society, relationship with nature and relationship with work), with aspects of education (physical, intellectual, emotional and spiritual.) Some examples have been provided under each cell which are suggestive and many more could be designed and these could be modified: Aspect of life, as I conceive, have four parts, the self, the society, the nature and work. The self pertains to one's relationship with oneself; how one sees oneself. Self can be seen at the physical level, it can be seen at the intellectual level, which would mean cognitive and academic aspect it could be seen at the emotional level and finally at the spiritual level. Similarly life can be seen in relation to society that is one's relationship with society which will extend from the family to the community, to the nation, to the universe. Similarly life can be seen in relation to physical nature and also in relation to work in which one is engaged. These aspects of life relating to society nature and work again has to be related to physical, intellectual, emotional and spiritual aspects.

Education for life, to put it briefly, should lead to enrichment, and empowerment of life as a whole which has physical, intellectual emotional and spiritual aspects. Education of physical aspect relate to health, game and sport, yogic and anaerobic exercises. It should build disease free body healthy, strong, supple, and plastic. In four words Pantanjali puts the essence of health education

<div align="center">रूप लावण्य बल वज सहननत्वामि</div>

The intellectual side is to be developed by critical thinking, lateral and divergent thinking, rigors of intellectual analysis, deep level learning and cultivation of higher cognitive abilities. These should form part of the elementary school curriculum in some form, and flower fully in higher education.

The emotional education should make a person sensitive to others pain one should become clam and balanced and equiposed emotionally stable. It is said that the greatest good is to given pleasure to others and greatest sin is to give pain to others. If someone can

learn this lesson, what better could be the example for Education for Life. Curriculum can take these aspects of education by co curricular activities, camps, social service and scouting.

The spiritual side of education should lift a person from the levels of materialism to the level of spirit. If one believes that there is some higher power that informs this universe, that the Power is all merciful and kind, one, eternal and unending, he would see the meaninglessness of hording, the hollowness of affluence, competition and violence.

Aspect of Education / Aspect of Life	Physical	Intellectual	Emotional	Spiritual
Self	Healthy Individual	Reflection मनन चिन्तन	Balanced Individual	तय, त्याग, स्थितप्रज्ञ
Society	Social relations and Social Hygiene	Individual as a social being	Learning to live together वसुधैवकुटुम्बकं	पापय पर पिडियम to see others in you and you in others
Nature	Preserving and conservation	Aesthetics (Seeing beauty in nature)	Environment sensitivity and love for nature (Tagore)	The concept of Mother Nature (ancient Indian view)
Work	Income Generation	Action with reflection and Pursuit for excellence	Sense of Satisfaction and joy in work	निष्कामकर्म **as the means of moksa (Gita, Gandhi)**

Education for life, to conclude, should stress the following things

- It should emphasize skills of learning rather than give prominence to examining of information.

- Bring out dangers that due to digital divide and globalization. People may get uprooted from their indigenous knowledge. It is therefore, necessary that people keep to their roots and remain connected with local and tacit knowledge.

- It should not overlook the importance of environment and its role in supporting human society. Sustainable development and environmental sensitivity becomes important components of education for life.

- Learning to live together is an important pillar of education. This includes tendency to discover good things in others and to respect otherness and to appreciate differences.

- It should promote diversity to encounter others through dialogue and debate and not through violence. In other words to manage and resolve conflicts peacefully.

- To understand one's culture one's religion, one's tradition in the light of new context and new concerns.

To end, let us conclude with Delors (1996, p51) that provides significant pointers for education for life:

> *We must be guided by the Utopian aim of steering the world towards greater mutual understanding and great sense of responsibility and greater solidarity through acceptance of our spiritual and cultural differences. Education by providing knowledge for all has precisely this universal task of helping people to understand the world and to understand others.*

Value education therefore becomes the one single most important component of education for life. Without values there is no life and without values there is no education. In the Indian way of life, as NPE (1986) observed human being is a positive asset and a precious national resource and education has an acculturing role. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of times. It (Education) refines sensitivities and perception that contribute to national cohesion, scientific temper and independence of mind and spirit. One cannot but end with the Jomtien Conference (1990) expression; which is the focal point of education for life.

Basic learning will empower individuals in any society and empower them a responsibility to respect and build upon their collective culture, linguistic and spiritual heritage to promote the education for others, to further the cause of social justice, to achieve environment protection, to be tolerant towards social, political and religious systems which differ from their own, ensuring that commonly excepted humanistic values and human rights are upheld and to work for international peace and solidarity in an interdependent world (Article 1 Meeting Basic Learning Needs).

Our measured steps must move in that direction of promoting basic learning.

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(d) EDUCATION FOR LIFE FOR CHILDREN OF SPECIAL GROUPS IN THE CONTEXT OF SARVA SHIKSHA ABHIYAN

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"All children must have the opportunity to fulfill their rights to quality education in schools or alternative programmes at whatever level of education is considered "basic".

The Dakar Framework of Action,
UNESCO, 2000, p.15

INTRODUCTION

Education for life is a very comprehensive and all embracing term, because all education is for life. It can mean education that prepares one for coping with the challenges of life. It can denote education for survival. It can mean equipping one to live peacefully with others, with environments- both social and physical, and so on. And yet it may mean all these at the same time. In a broad sense education is simultaneously all of the above.

Govt. of India (1993:49) while discussing Education for life, makes a very broad statement: " If education is to reach the poorest of poor children, and then it will have to be made relevant to their contexts. A standardized format cannot meet the varied needs of one and all."

Sinha (2002: 6) in her background paper, delimits the scope of education for life to yet another dimension when she tries to define education for life skills as "imparting those skills that help the children to translate knowledge, attitude and values into actual abilities to know *what to do, when to do* and *how to do* in real life situations". She has supposed that the child has already acquired 'the knowledge', ' the attitude' and ' the values' and the skill required of her to translate these into practice at an appropriate time, in an appropriate manner. Therefore, according to her, the education for life skills is a sub set of the macro term 'education'. The National Curriculum Framework for School Education (NCERT:2000 :17) views the purpose of education thus, when it says, "Education ideally must prepare students to face the challenges of life. For this it needs to be intimately linked with different life skills, the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life, by developing in them generic skills related to a wide variety of areas such as health and social needs". Education for life is, therefore, more comprehensive. It does not relate only to skills. It is more comprehensive, embraces skills and yet extends much beyond it. It modifies not only the actions but the very thought processes, behaviour- both internalized and overt- and inculcates values that guide or determine the actions or behaviour patterns.

The United Nations General Assembly Session, held in New York in May 2002, in which India played a very substantial role, accepted many fresh qualitative and quantitative goals

for children for the present decade relating to survival, health and nutrition, early childhood care and education, and child protection. The significant outcome,

which impinge on the education for life, and which are the direct result of India's strong advocacy were:

- Strong text on strengthening of the family and inclusion of ethical values for the development of children, (the concept of 'religious and ethical values' was incorporated)
- Inclusion of quantified goals for health and nutrition, and balance the Rights approach with the Development approach.
- Acceptance of differentiated phases of childhood, distinguishing between childhood and adolescence,

Thus it will be clear that the major concern of education for life is being rightly emphasized as value based education. Whatever education and for whichever education we envisage, values cannot be overlooked. But a fair discussion on this issue will require another paper. Suffice it to say that when we talk of education of the children of special groups we have to consider the matter with *empathy and not sympathy.*

WHAT IS *SARVA SHIKSHA ABHIYAN?*

The worldwide picture of primary schools is very encouraging. During the last decade i.e., since 1990 there has been substantial increase in the number of girls in the schools. Various countries through their sincere efforts have conquered the negative repercussions of economic constraints and continued growth in the population. The end result is that developing countries as a whole have over 20% enrolment in the schools. The dropout and stagnation rates have declined and there has been a noticeable improvement in the quality of education. However, these quantitative achievements do not necessarily talk about the diversified population primarily consisting of special groups as their special learning needs are neither met in a common classroom, nor attention is paid to empower them to overcome these difficulties by providing context- specific or context-free learning environment. The importance of local language or the mother tongue for initial learning and the major impact of family, community and the society on the child and their learning are very crucial. One of the key challenges before the system is to take into account the needs of the poor and the most disadvantaged, including children with impairments, working children, remote rural dwellers and nomads, ethnic and linguistic minorities and children belonging to socially disadvantaged groups.

The Constitution of India (26 November, 1949) states clearly in the Preamble that everyone has the right to equality of status and of opportunity. The Directive Principles of the State Policy further states in Article 41 the right to work, to education and to public assistance in certain cases including disablement. Article 45 of the Constitution lays down that free, compulsory and Universal Primary Education should be provided to all children up to 14 years of age. Article 46 of the Constitution commits the State to promote educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections. All these Articles and their implementation aim at providing quality education to all including various disadvantaged groups.

The Constitution of India directs State actions very comprehensively in matters of child welfare and development. It relates to children when it addresses the issues of equality, protection against discrimination; liberty; prohibition of trafficking of human beings and forced labour; prohibition of employment of children below the age of 14 years in factories,

mines or any other hazardous occupation, freedom of conscience, freedom to profess, practice and propagate any religion. It directs the State to ensure that the health of men and women and that the tender age of children are not abused. The Directive Principles of State Policy, under Art. 45, directs the State to endeavour to provide for free and compulsory education for all children until they complete the age of 14, besides directing further under Art. 47 that the level of nutrition and standard of living be raised and public health improved.

The concern and efforts to provide education to all children up to the age of 14 has been a constant effort of the Government of India. The *Sarva Shiksha Abhiyan*, meaning the Campaign for Education for All is a further effort in this direction with renewed vigour.

The proposed 93rd Constitutional Amendment for providing free and compulsory education as a right is manifestation of its resolve. As far as children are concerned there are number of Acts which provide them protection of various kinds. To mention a few; The Factories Act 1948; The Child Labour (Prohibition and Regulation) Act 1986; Juvenile Justice (Care and Protection of Children) Act, 2000; The Infant Milk Substitutes, Feeding Bottles and Infant Foods (Regulation of Production, Supply and Distribution) Act 1992; The Child Marriage Restraint Act, 1929; The Immoral Traffic (Prevention) Act 1986; **The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995,** etc. The above enumeration will amply demonstrate that there is a clear vision and effort to address the problem of education for life comprehensively and extensively. The specific objectives of the *Sarva Shiksha Abhiyan* are:

- All children in school, Education Guarantee Centre, Alternate School, 'back-to-school' camp by 2003.
- All children complete five years of schooling by 2007
- All children complete eight years of schooling by 2010
- Focus on elementary education of satisfactory quality
- Bridge all gender and social category gaps at primary stage by 2007 and elementary stage by 2010
- Universal retention by 2010

The Policy

The National Policy on Education (NPE)1986 envisaged a National System of Education with emphasis on Universalization of Elementary Education. The concept of National System of Education implies that, up to a given level all students irrespective of caste, creed, location or sex, have access to education of comparable quality. The Policy framework outlines the Government's commitment to the provision of educational opportunities for children with specific needs who have been marginalized. National Curriculum Framework for School Education is a step in this direction. National Policy on Education (1986 & 92) has not only recognized the importance of providing quality education to marginalized groups through child centered pedagogy and curriculum restructuring but has also laid emphasis upon equity, empowerment, empathy and respect to all cultures which are essential components of a cohesive society. Equity, empowerment and empathy are key concepts for the educational development of marginalized groups such as children with special educational needs, and children from the Scheduled Castes, Scheduled Tribes, other Backward Classes and Minorities. A society based on discrimination and segregation can never ensure healthy living and healthy co-existence.

The special educational needs of marginalized groups manifest in a number of ways during the learning process and ultimately lead to poor retention and achievement. The

learners may be 'dropouts' or rejected by the education system. Their special educational needs may be just transitory if addressed on time by sensitive educators. They may also culminate into an 'educational deficit' if left unattended. Therefore, the National Curriculum Framework for School Education (NCFSE) has clearly emphasized upon "importance of individualizing instructions for all learners with special needs". One has to ensure that the curriculum planning interrelates "the facets of classroom services, special support services and personnel and co curricular activities in creating a new and vital programme which will facilitate curricular integration in its most specific situations" (NCFSE, p.10). Individualized pedagogy, promoting "self motivated, self-actualizing and self-monitored learning" and provision of "direct learning experiences" in setting of a 'inclusive school' to those who have been deprived of such experiences, are important facilitators for inclusion of children in the mainstream. Personalized pedagogy, careful investigations into individual aptitudes are salient features of the efforts made to develop a healthy environment in the school and in the society and to provide meaningful and useful education to all. Segregation or isolation is neither good for learners with impairments or for other learners. Societal requirement is that learners with special needs should be educated along with other learners in "inclusive schools", which are cost effective and have sound pedagogical practices.

DEFINING SPECIAL EDUCATIONAL NEEDS

Special Educational Needs (SEN) have been defined by many experts and also by different governments across the world. Lynch (1994) has classified children with special needs in the following groups:

1. Children who are currently enrolled in primary schools, but for various reasons do not progress adequately.
2. Children who are currently not enrolling in primary school but who could be enrolled if schools were more responsive.
3. The relatively smaller group of children with severe physical, mental or multiple impairments who have complex SEN that are not met.

SEN in the children may exist from earliest childhood and may not make their appearance till later date. The parents of the child with SEN may not be aware about the existence of these needs till these manifest themselves in a classroom situation. Similarly, a teacher may not realize that s/he may have to pay a little more attention to a particular child because of her/his SEN. Sometimes, if the parents are observant and knowledgeable, they may predict the existence of these needs, as the child grows older. Every child has a fundamental right to education and every child is unique in terms of characteristic interests, abilities and learning needs. A sensitive teacher can bring out the best in the child. Just placing the children with SEN in the classroom is not enough. Their SEN must have access to regular schools, which should accommodate them by giving individual attention to meet their SEN. These children should have regular social interaction with other students during play or other activities.

Sometimes it is easy to identify special educational needs as in the case of children with visible disabilities. Sometimes these learning needs may emerge from the nature of the curriculum, school organizations, teachers' ability and readiness to respond to the diversity of level of understanding, experiences and learning styles of children in the classroom. These can be identified only if teachers in the classroom have a climate of close interaction with

their pupils. These can also be identified if students are free to voice their learning difficulties to the teacher without any fear. This also requires teachers to use whatever resources they have in the form of others around them like colleagues and pupils as they reflect on the difficulties. The teachers may be required to meet the parents of the children who may be having some difficulties in learning or even go to external support agencies run by NGOs or the government. "All young people and adults must be given the opportunity to gain the knowledge and develop their capacities to work, to participate fully in their society, to take control of their own lives and to continue learning" (The Dakar Framework of Action, 2000, p. 16).

THE MAGNITUDE

If we look at the child population of the country, according to the latest figures(GOI: 2002 : 3), the total number of children in the age group 5-9 years is 111,294,732 and in 10-14 years it is 98,691,898, which make a total of 209,986,630. The no. of children in the age group 6-14 and enrolled in schools (1999-2000) are 155,677,737. They are being served by 641,695 primary schools and 198,004 middle schools. We may, if we like, assume that all the High Schools also have primary and middle sections. In that case the number of High Schools could also be added to the list, which are116,820. Thus 956,519 schools are serving 155,677,737 population. The out of school population in the relevant age group is 209,986,630 – 155,677,737 = 54,308,893. In order to cater to them, with the present rate of school capacity we shall need 333,183 schools with all the necessary infrastructure and teachers. This is possible only through additional support of alternative schooling, open learning system, support of the NGOs etc. *Sarva Shiksha Abhiyan* takes into account all these avenues for achieving Education For All (EFA).(GOI: 2002 : 5)

WHO ARE THE CHILDREN OF SPECIAL GROUPS?

For the purpose of this paper, the children of special groups can be described as those who have been disadvantaged in matters of education for basically two reasons:
* Social handicap (whether by discrimination, lack of opportunity, access, tradition, or taboo or the like)
* Physical delimitation, (whether partial disability, total impairment of one or more faculty)

Among those who are socially disadvantaged may be listed are the girls, Scheduled Castes, Scheduled Tribes, child labour, children in urban slums, street children, working in the unorganized sectors of work and who are not able to attend the regular school when it meets. Each of these categories has one or more unique problem. For instance the tribal communities have unique educational problems emanating out of their culture, their habitat, their tradition-about which lot has been written- which require unique solutions. (See *Ambasht: 2001*). In the case of the Scheduled Caste it is more of social injustice, deprivation etc. Similarly other factors like access, economic deprivations etc are the causative factors either singly or compounded. The same is true in case of children of various categories noted above, although with different dimension and also calling for the Application of Child Labour Act 1986, referred to above.

Among the group with physical delimitation are the children who may be suffering from one or more physical impairment. They may, very often, have different abilities than those we address in the schools. Some people may call them differently able children, some handicapped children and some impaired children. It is sometimes felt that the normal school education is at times not suited to the children of single or multiple impairment(s). Special

Schools for the blind, deaf and dumb are the manifestation of such a perception. This however has been superceded by the general agreement manifest through the protocol signed in Salamanca where it has been recognized that such segregation does more harm than good and the concept of inclusive schooling has gained ground. The PDA Act 1995, mentioned above, does recognize this fact and makes it mandatory that the children with impairments do study with the general children. It provides for certain proactive provisions in it's Chapter 5, when it specifically deals with the statutory obligations of the school, of the educational administrators and of the system.

It may be pertinent to note that there is manifest difference between what we are teaching in the school in the name of education and education for life. It becomes more evident in case of the children of the disability groups. We define **education for life** as *"education that makes the learner a socially useful productive citizen of the society"*. In the light of above we have to recognize the potential of each individual child and examine how the education that we envisage under the Sarva Shiksha Abhiyan with the mechanism that we envisage is going to realize, in the words of Prime Minister Vajpaayee (2002), that *"Children are the greatest assets of our nation. Investing in them means investing in a better future for our country, for the world. Let us resolve to fight, with renewed vigour the problems of illiteracy, hunger, disease and exploitation that many children have to contend with in our cities and villages. Children have right to better life, to happiness and sense of security. Let us do everything to ensure that every child in every part of the country enjoys this right."* (emphasis ours)

CHALLANGES

Education for life refers to special efforts to meet the educational requirements and needs of children from disadvantaged groups viz. Life skills, curriculum and the context, transactional modalities and the concepts. To make education relevant to children from disadvantaged groups, it would be worthwhile to identify the constraints vis-à-vis these areas and develop modalities to address the whole system to resolve them.

The problems are diverse and complex. If inclusion is to be effected, then, all teachers, whether in the regular schools or in the EGS or Alternative School or NFE Centres will have to be fully trained in handling the children of single or multiple impairment along with the normal children. Logistical problems are varied and it is high time that *Sarva Shiksha Abhiyan*, not only takes note of it, but also makes serious efforts to cover this sector of children. In this connection Open Learning methodologies can be handy on two fronts; Preparing the teaching community to handle this problem and using its advantages of flexibility in curriculum and approach to cover such children.

1.   **Life Skills**
   - This can be viewed in two perspectives. One is survival skill and the other is competitive skill. While it may be essential to emphasize survival skills in our educative process, over stress on competitive skills may lead to undesirable personality traits. In case of the impaired or differently able children, this aspect assumes a different perspective. The ability that such a child could possess may not be the parameter of our measuring the achievement. The survival skills that need to be nurtured very often is not the area of stress or consideration, which our education recognizes.
   - Skills needed for socialization and adaptability to the new situation are basically empathy related. It is more a question of developing a positive attitude towards such children as equals. The teacher has to be equipped with such capacity, at the same time she should be endowed with the capacity to

inculcate an attitude of equality among all the children irrespective of the impairment.

- This would further raise the question of values. The culture laden words and phrases, at times, may be offensive to other's sensitivities. Further, culture specific values and universal values have to be delineated and reviewed in the context of each other.

2. The Curriculum and the Content

- Making curriculum accessible is another major problem when inclusive schooling is being sought. The curriculum writers are often conditioned to normal children's context as a mindset while determining the content or exercises. The skills of adjustment to differential needs are often missing in the curriculum planners and lesson writers. The paper setters are seldom concerned with this. This is the reason that there is a strong demand that the examinations of various Boards of Examination must provide this kind of differential needs in questions and in examination processes.
- Centralization of material development is a barrier in learning among the children with special needs of both the categories of children   mentioned above. Decentralization not only helps but also is essential in order to be effective and relevant. As of now the trend is towards centralized material development in spite of all theoretical arguments contrary to it. The convenience of the educational administrators and thinkers prevails upon all logic. The trend needs to be reversed.
- The material has to be highly illustrative at whatever cost. The communicability of the material should not be compromised for want of cost.
- Use of culture specific information is essential to increase the 'understanding-factor' of the learning material. Unless it is related to the experiences of the learner, its communicability is adversely affected. Hence, once again, the need for decentralized material development is desirable.
- Adapting the evaluation system, as mentioned above is highly imperative. It needs to be undertaken as an urgent and immediate action. Although some Boards like the CBSE and NIOS have made a beginning, there is still scope for more positive action in this regard.

3. Transactional Modalities

- Making teaching contextual is one of the essential attribute that the teacher has to be specially adept in. Although it is a necessity for all teaching learning processes, the degree of its importance increases particularly with the SEN children. Identification of life experiences and integrating them with transaction is a special skill that needs to be built into the teacher preparation programme with specific needs of SEN children. This has to be focused on the ecological environment of the child.
- Community involvement and participation is extremely important for SEN children. The community needs to be made aware of the attendant problems for two reasons-one preventive and, two, proactive. School community relations are of paramount importance. In case Scheduled Caste/Tribe/Girls education there is different kind of problems with the community that is apathy, whereas with differently children there is total lack of information. The school has to mount programmes accordingly.

> Attitudinal shift in teachers and teacher educators is a foremost necessity on which the entire premises of this paper rests. As stated earlier, in the context of the *Sarva Shiksha Abhiyan*, it becomes all the more relevant as the teaching community in this universe is very diverse. We have already made this point earlier but it is worth reminding even at the cost of repetition.

> Use of local resources, materials and traditional knowledge and folk literature would be an added advantage in various ways in making the educational process learner friendly and, therefore, more effective and acceptable.

> Language issues particularly, in the case of the tribal communities, are very important. Lot has been written on this issue (Ambasht *Op.Cit*) and the National Policy of Education has very strongly advocated its use at the initial stages of education but there is still very scant progress in this direction.

4. The Concepts

> A major difficulty that is faced by the curriculum writers and the text writers is to make competency based content free curriculum so that the materials may be developed at the local level in the context of the learner and oriented to acquisition of learning with understanding leading to the skill development, habit formation, attitude building and value development. Excuse us if you see Bloom in us, but we are stressing it particularly because of stress on value formation as the ultimate goal of education. It is also relevant in the context of education of SEN children.

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(e) EDUCATION FOR LIFE :
MANAGEMENT STRUCTURES AND FUNCTIONS

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{ The objective of this paper is not to describe at length the management structures that exist and the roles that are performed, adequately or inadequately. The purpose is also not to make definitive statements as to what new structures need to be created or how the existing structures need to be strengthened are drastically altered to perform the roles expected of them in the context of Sarva Shikhsha Abhiyan and its emphasis on education for life. The purpose is to raise management related issues which the National Meet should deliberate upon and make suitable recommendations for early implementation.}

1. Education for Life; Concept and Dimensions

The basic assumptions underlying education for life in the context of the Sarva Shikhsha Abhiyan are; that education should be relevant and that it should be perceived to be relevant by those whose educational needs are expected to be catered to. The latter is particularly significant for motivating households to send their children to schools and to retain there till they attain the expected level of competencies.

2. Education for life seems to have among others four perspectives in terms of its relevance:

- to the individual while in an education institution in the sense that educational activity should be relevant to and based on his/her developmental stage.
- to what an individual is likely to do in the immediate future, for example, continue further education for which the present stage should lay a base.
- to what he/she hopes or intends to do after completing the stage at which he/she leaves education
- to what he/she is expected to contribute to social good as a good citizen.

The first seem to be easier to deal with since a fair amount of literature is available, for instance on characteristic of children at different stages of development suitability of learning materials, transactional modes etc. Further stages subsequent to the elementary stage of education-which is the concern of Sarva Shikhsha Abhiyan-indicate although on a prior grounds the competencies that a child is expected to have on entry (second and the tertiary stages of education).However, the possibility of entry to the latter stages depends to a great extent on the capacity of the household to support education of the individual which includes the family's willingness and ability to forego his / her income.

3. The third viz. what an individual intends to do after leaving education, presents problems since it involves an identification, as precisely as possible, of the tasks that an individual is likely to engage in after completing education, given the social and economic situations in the country. It has become increasingly difficult to ensure that all those who leave education at its different stages will be immediately employed gainfully. It is not only the organized sector of the economy which has limited opportunities for gainful employment; even the unorganized sector is not expanding fast enough to absorb all those who discontinue education. Apart from the supports that an individual needs to settle down in a remunerative self-employed person-easy credit, market related information,

technical advice etc. - school leavers seem to have little knowledge and few skills to be productive workers even in parental and community occupations in which they are likely to settle after completing for instance the first eight years of schooling. Considering that a large number of children are likely to discontinue education after eight years of schooling-assuming that they will become compulsory and universal as expected in Sarva Shiksha Abhiyan- the competencies of school leavers should in the context of education for life be an important concern for educational planners and decision makers.

4. The last viz. the preparation of an individual as a "good" citizen is extremely difficult to deal with for among other things three reasons: difficulty to develop a concrete vision of what the future will be like and for which an individual should be prepared the difficult to control the experiences through an individual passes which have a determining influence on her/her behaviour and the influences external to education, that he is subjected to which are difficult to control. For these and other reasons, the possibilities of education being completely relevant seem to be limited. It is necessary that educational institutions recognize the limitations that circumscribe their role in this regard.

5. Education for life in the sense of preparing children to live a meaningful life by using the competencies promoted by and learnt in an educational institution needs also to be thought of in relation to different spatial levels at which an individual functions life in the household which expects and requires him/her to augment the family resources and its quality of life; community level which expects an individual to be a creative and contributing member; national level which expects him/her to promote and strengthen national unity and integrity and contribute to be realization of nation's goal: and the global level which has become significant in the context of globalization. Education system needs to be conscious of these levels and plan for them. At each level educational activity will also need to take into consideration the implications of scientific and technological advances for production processes sustainability of environment, nutrition, hygiene and family welfare and values which add to the meaning and quality of life.

6. The various dimensions of education for life discussed briefly have implications both for managerial structures and the roles that "managers" will be expected to perform. Managerial structure provide the institutional mechanism for performance of such functions as a systematic study of ground realities, policy, planning, programming and decision making and monitoring and evaluation of implementation strategies and programmes. Of particular importance in the context of education for life would be the mechanism to envision and forecast. It is only on the basis of visions and forecasts that educational programmes can be tailored to suit the needs of individuals and communities. The performance of managerial functions would require competencies to design programmes and projects and ensure effective implementation supervision monitoring and evaluation of educational activity. These competencies can be ensured through induction of competent personnel and education and training of functionaries.

Management Structure

7. The design of management structure can be considered from two somewhat different points of vies: identification of tasks and the designing of suitable structures for their performance and accomplishment; and a critical examination of existing structures and the identification of areas of strengthening and /or restructuring. The latter could also

lead to the determination of new sub-structures within the existing overall structure. Considering the entrenched character of existing structures and the stake that various groups have in their continuance, the second course should probably be the preferred option the major advantage being the avoidance of disruption that creation of new structures might cause. For instance, it might be easier to think of and design coordinating mechanism for effecting convergence within education, which in itself might not be easy considering the proliferation of ministries, departments and divisions that has taken place in educational administration. In a situation of this type convergence between education and other sectors of development poses still greater problems. The major danger in coordinating mechanisms is what might be termed as the syndrome of no body's baby. To be effective, both in undertaking and accomplishing tasks, there would be the need to fix responsibilities in specific terms and to insist on accountability not only for successes but moreso for failures. This is virtually non-existent in the present set up.

Levels of Management

8. Management structures and functions need also to be considered in relation to various levels of educational administration: community (local), district, state and national. For all these there is no doubt a commonality of goals and objectives to be achieved. The scale of functions and their inter se priority are likely to differ. For instance at local levels community mobilizaiton and empowerment will probably have a much higher priority than at other levels. At state levels, guidance, financial support monitoring and evaluation of performance would probably receive precedence. And at national level the development of a vision of educational future for the country would receive greater attention.

9. Sarva Shikhsha Abhiyan has indicated the goal- of universal elementary education - that needs to be achieved within a specific time frame. It has also indicated the main strategies for planning and implementation: micro-planning with development of programmes on the basis of the identification of needs of specific localities (habitations) and specific segments of the population (disadvantaged and deprived groups); convergence within education of inputs and interventions targetting specific locations and groups; coordination with other development sectors and their programmes, particularly those that concern and aim at poverty alleviation and enhancing the quality of life (rural housing, drinking water, provision of employment, health, child care and family welfare etc.). The programmes of development sectors other than education are of great significance for education since they promote and enhance the capacity of the households to facilitate children's enrolment, retention and attainments which are the principal goals of universal elementary education.

National and State level

10. The national and state level management structure seems to consist of: the bureaucratic (nomenclature used for want of a term which describes the complex variety of ministries and departments) and somewhat autonomous institutional arrangements which have been created ostensibly with the purpose of performing tasks normally not falling within the purview of the bureaucracy and to serve its needs of making policies and taking decisions "on rational grounds". This distinction may not hold in all circumstances and often the roles performed and modes of functioning might have a large degree of similarity. At the national level the Ministry of Human resource Development and its Department of Elementary and Secondary Education are principally concerned with Sarva Shikhsha

Abhiyan. The academic setup comprises autonomous institutions like the National Council of Educational Research and Training, National Institute of Educational Planning and Administration, National Council for Teacher Education, National Open School etc. At the State level the structure is virtually duplicated in the form of ministries and their departments and academic institutions like the SCERTs, DIETs etc. with the difference that state institutions might not have the same degree of autonomy enjoyed by national level institutions. A significant difference between the national and the state level management structures would also seem to be the absence in the former of a large contingent of field staff (District Education Officer, Inspectors, Deputy Inspectors and so on).

11. The major tasks for government departments ought, among other things, to be: development in relation to macro concerns a vision of educational development, identification of policy interventions, laying down in broad terms of strategies for implementation, provision of financial support, coordination of effort of departments within education and with other sectors of development, support for innovative educational initiatives, particularly those of non-governmental organization, monitoring of implementation of educational activity and evaluation of performance of the system in relation to expected goals and outcomes. These tasks can be accomplished with the support, involvement and inputs of the institutions which have been established to provide academic and training inputs to the system. These institutions can for instance, indicate through systematic studies the responses that other education systems have made to emerging concerns and the strategies that they have adopted to achieve relevance of educational activity. They can also provide data on ground realities which help in forming well informed judgement on the feasibility of proposed policy and programme initiatives.

12. The principal tasks of the institutions would be: design of national frameworks, training of key personnel, development of exemplary teaching and learning materials. Considering the diversities that exist, among other things in educational contexts and situations a major responsibility of these institutions should be the development of capacities of local government functionaries and communities for planning and programming in relation to local needs and conditions and adapt for local use the exemplary materials and training formats developed at national / state levels. Unfortunately the development of these capacities continues to remain an unfinished task despite the need having been emphasized time and again. One of the probable reasons might be the difficulty experienced by the personnel of these institutions to meaningfully understand community situations mainly because of the lack of exposure and general lack of community related experiences on their part.

District Level

13. In Sarva Shikhsha Abhiyan and consequently in Education for Life, district administration is expected to play a crucial and critical role. It is at the district levels that plans formulated in relation to specific habitations and segments, will be coordinated presenting a coordinated and coherent picture of what is proposed to be done and how. A shelf of project will be decided upon for implementation and resources-material and manpower-determined and provided for. The district will also be responsible for monitoring implementation and effecting midway corrections on the basis of field information and experiences the district with its somewhat unified administrative setup-in the form of district collector and his establishment and a specific well defined area of operation-will have the crucial role of effecting convergencies within education and with

sectoral programmes of other development departments. Being closer to the field, district administration is more favourable placed to make a realistic assessment of the needs of different communities and locations and design programmes which cater to their needs. With panchayati raj institutions functioning in many states, district collector as chairman of the District Development Council will be able to interact with people's representatives and obtain feedback on what communities need and want. In fact, with decentralization of authority to panchayati raj institutions, implementation of educational - and other development programmes-depends considerably on district administration's attitudes and the relationship that it builds with people's representative bodies.

14. The many constraints of the present district level structure require to be identified and dealt with. Some of them are discussed briefly. First education generally not being an area of interest and preference of civil servants. It often does not get the attention that it deserves. There are no doubt notable exceptions. Second , the somewhat amorphous nature of educational activity and its long gestation period and the absence of immediate visibility of outcomes-generally adopted as criterion of measuring performance-does not provide the needed motivation for undertaking innovative educational activity. Physical targets rather than the quality of services tend to be emphasized. Education for life related activities need to be followed through for a sufficiently long period to determine the extent to which they meet the expected objectives. Third, district level administration has yet not been sufficiently professionalised to undertake planning programming and project formulation exercises which require the use of sophisticated techniques rather than the rule of thumb approaches. Fourth, the centralised identification of tasks and how they need to be accomplished tends to restrict the area of manoueverability at the district level. The scope for making adjustments is further restricted by the financial provisions allocated and the norm for support and spending. Last, with education becoming a major area for exerting influence and pressure-appointments, transfers, recognition of institutions, teachers union etc-educational decisions tend to be taken on consideration other than relevance and need.

Community Level

15. Community support for, community involvement in and community control of education particularly at local levels have been advocated as a mechanism for augmentation of resources for education and for ensuring that institutions function and teachers perform the rules expected of them. The need for community support has been advocated principally because of the government's inability to provide sufficient resources and/or utilize the existing resources optimally to meet the basic needs of the people. The earlier informal mode of community support-for instance the community providing and maintaining a school. education Guarantee Scheme for instance requires that in order to be eligible for government' financial support for primary education the community should provide premises for the school. It wants educational need to be certified by a specified number of community members; it also expects the local community to identify a local resident even when not fulfilling the prescribed qualification to perform teaching functions on remuneration which is less than the scale of pay prescribed for "regular" teachers. While this measure might help in making some form of education-as against none-available to communities there can be possibility of poor resource communities being completely ignored in the provision of educational facilities.

16. The formal involvement of the community is expected to be ensured through local bodies: municipal committees and corporations in cities and metropolitan area and panchayati raj institutions in rural areas. The record of the former being willing and able to support education remains unsatisfactory. Even the resource rich Municipal Corporations of Delhi and Mumbai and despite much greater civic consciouness have neither been able to provide universal access to elementary education for ensure that institutions have the requisite manpower and infrastructure which will allow them to provide the climate for teaching and learning of reasonable quality.

17. Decentralization of authority and resources-constitutionally mandated-has been advocated since the very early stages of planning. The 72 and 73 amendments of the Constitution have provided a clearer blueprint for the establishment (for instance composition) authority and functions (the 11 Schedule) and resources (the setting up of State Finance Commissions for devolution of resources) for panchayati raj institutions at various level. Information about the present status of the implementation of the provisions of the amendments is not available for all the states: nor also the critical analysis of how these institutions are functioning. At best the progress seems to be uneven across the country. There are no doubt examples of these institutions being endowed with what might be termed as "real authority" in educational matters and resources to implement educational decisions. The perceived loss of discretion and authority on the part both of bureaucracy and state legislators, the difficulty to effect attitudinal changes and lack of resources might be some of the reasons for panchayati raj institutions yet not emerging as vibrant and effective agencies for educational development in rural areas. Of course there is the usual argument of these institutions to be "nurtured, supported and encouraged in a positive manner" so that "they can grow to their full potential." The people representing these institutions are yet not seen to possess the capacity to govern themselves and plan, take and implement decisions which affect their lives although such capacity could be developed by blundering in the path of self-governance.

18. Although not elaborated empowerment of communities is advocated as a significant management measure for elementary education (as for so many other development activities). Empowerment would seem to comprise: clear cut assignment of functions; delegation of authority to take decisions; responsibility and accountability for implementation of programmes; capacity for planning, programming and monitoring, and availability o required resources for implementing decisions. The Programme of Action (1992), elaborating the National Policy on Education had recommended that a "Village education Committee comprising not more than 15 members with representatives of parents panchayats, co-operatives, Scheduled Castes, tribes minorities and local development functionaries will be constituted to look into overall management of all educational programmes at village level." It had also recommended that in view of their critical role village education committees should be vested with statutory and administrative made by the CABE Committee, constituted by the Ministry of Human Resource Development in relation to the constitutional amendments, regarding the role in education of Panchayat raj bodies need serious consideration. A critical evaluation of the action that has been taken on the constitutional amendments and the CABE Committee recommendations has yet not become available. However, information from states seems to indicate that except in some areas, village education committees play only a peripheral role partly because of the "lack of substantive authority and necessary administrative and financial autonomy." It needs also to be recognized that the idyllic image of the village community-being homogenous, characterized by warmth of relationships and mutual

support etc.-is not a reality for most of the villages. Reports are replete with fragmented character of village communities on the basis of castes, dominance of certain groups in decision making etc. Elections to people representative bodies seem to have further fragments the already fragmented village communities.

Non-Government Organizations

19. Non-Government organizations are likely to operate more flexibly in relation to community related education activities. For one thing, they are often not under "central" control and can undertake activities which meet the specific needs of the community and adopt modalities that suit the local educational situation. Secondly, since their existence depends to a large extent on how best they can serve community interests their activities tend to have much greater credibility and acceptance. This enables them to mobilize community resources- material , manpower and motivational-for various programmes and at the same time be accountable for tangible outcomes. Thirdly, being closer to the scene and with rapport with the community, they often are in a position to gauge more realistically community needs and their inter se priority and feasibility of implementing programmes in a given community situation. The understanding and appreciation of diversities that prevail allows them to tailor programmes-adopting different modalities- to specific needs of specific groups instead of adopting an omnibus approach to community development.

20. The major problems in involving non-government organizations in educational activity are likely to be: identification of organizations which have appropriate credentials and expertise to undertake activities; their preconceived perceptions about problems and solutions which makes it difficult to convince them of other points of view, weak conceptual framework for their approaches and programmes; the somewhat authoritarian modes of functioning with concentration of authority in an individual or group with little participation of workers in decision making, and reluctance to adhere to financial norms and procedures which public authorities being answerable insist upon. In spite of these problems-which are not beyond solution-there does nor seem any escape from involving non-governmental organizations in the implementation of educational programmes particularly those which make education relevant to community life and concerns. In deprived locations and among disadvantaged sections they might prove to be the only mechanism for fulfilling community needs-as is evident from the activities of many organizations working in such difficult area as slums, tribal areas etc. In disadvantaged location they often seem to represent the only available option for educational advancement of the people. Their effort at social mobilization and social action can be of particular significance in creating motivation and demand for education. Since many non-governmental organizations have been involved in establishment and maintenance of nonformal education centres and have the expertise to develop /adapt teaching learning materials, they can be entrusted with task of preparing these material for local use. They can also be associated with training of communities for designing educational programmes. There seems need for involving them meaningfully in decision making and for flexibility in the provision of financial support. At the same time periodic monitoring and evaluation for their programmes would be necessary.

Professionalization

21. Planning programming monitoring and evaluation of educational development require technical expertise rather than intuitive and rule of thumb approaches. Over the years

competencies have become available for use of analytical and sophisticated techniques to project educational development. These techniques are used both for macro and micro-level visualization of the directions that educational effort should take although at micro community levels projections of educational needs can be made through household surveys for instance in determining the quantum of non-enrolled children and the extent of drop-outs etc. It needs to be recognized that at some stage and in the case of some facets of community life, micro analyses have to be linked to nearby and distant growth centres so that they do not remain permanently at the periphery of the development effort. There is need for equipping different making structure with professional expertise.

22. There is also the need to create an adequate data base for decision making which transcends the usual effort at collection, compilation and hopefully retrieval of statistical information when required. Information on a variety of indices needs to be generated through rigorous empirical studies to allow more "rational" making of management decisions. Among others this information should reflect on social attitudes, economic situations, household capacities, dominance of castes and groups etc. since they have considerable significance in designing education for life related activities which determine meaningful participation of communities in education. The existing delays in providing authentic information-statistical and other - need to be dealt with.

23. An important managerial concerns should be the specification of tasks fixing of responsibilities and insistence on accountability for policies advocated programmes and projects designed effective implementation of educational activities and for outcomes. They need to be done at all levels of educational administration, particularly at levels where implementation takes place. Unfortunately this does not seem to happen for a number of reasons: planning of policies and decision making generally being entrusted to personnel whose turnover is too frequent to ensure a stake in and accountability for decisions which have long gestation periods and require long periods to fructify; the dichotomy that exists between planning and implementation with different sets of people being responsible for the two sets of activities affecting understanding and appreciation of ground level realities; top-down model of planning with implementers having little say in programme development and consequently little stake in the outcomes; the insistence of general rather than professional competencies of policy planners and key decision makers; and the insistence on decision making on the basis of bureaucratic hierarchies and procedures.

24. Of significance is the need for professional strengthening of institutions set up at local levels to provide academic support to educational interventions. Among other these include the District Institutes of Education and Training, Block Resource Centres and the District Resource Units. In spite of the important functions assigned to them they have yet to emerge as institutions which can provide meaningful academic and training support to educational development. The recruitment policies and lack of adequate avenues for career promotion and training have often resulted in staffing of these institutions with personnel who have few claims to academic and professional expertise. Since education for life requires designing of educational interventions-including teaching learning materials-in relation to specific educational contexts these institutions require substantial strengthening, not only in respect of their staff strength but more so in the professional competencies that the personnel possess.

(f) Development of Education for Life :Nature and Role of Alternative Schooling.

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Education

Education is "a powerful instrument of national development" for which an individual is to be provided the right type of education. Dwelling upon the right type of education Delors Commission Report while formulating four pillars of learning – (i) Learning to know (ii) Learning to do (iii) Learning to live together and (iv) learning to be, emphasised that " Formal education systems tend to emphasise the acquisition of knowledge to the detriment of other types of learning but it is vital now to conceive education in a more encompassing fashion. Such a vision should inform and guide future educational reforms and policy, in relation both to contents and methods." (Learning: The treasure within, report to UNESCO of the International Commission on education for the Twenty-first Century, 1996. Paris, Pg. 97) and this directive compels educationists to search for other strategies apart from formal i.e. non formal and incidental approaches.

In the present times, life has become complex. Everyone meets challenges in different situations which create tension, anexiey, frustration, depression-making life measerable. In this regard the role of education becomes very important. The quality education prepares a learner to earn his livelyhood (Living) and to develop a positive attitude to withstand the pressures in life (Education for life). But education has failed to make most of learners to earn a livelyhood and to develop the desirable attitudes to cope up with challenges. Art of Healthy and Productive Living The word 'art' implies a graceful and skilful method of accomplishing anything. "The art of living enables a man to live life to its full value, to accomplish the maximum in the world and at the same time to live a life of eternal freedom in God-Consciousness". One needs to acquire competences to earn livelyhood and attitudes to withstand different pressures in life.

Education today faces many challenges on account of, knowledge and technological explosion, shattering of social institutions, attitudinal changes in society, crumbling of joint family system and the emergence of nuclear family system. Within the school system, there is great challenge to provide quality education- education for living and for life. The factors such as human aspects (students, teachers, parents, managers), academic aspects- (curriculum load, text books, training of teachers, evaluation system), the cost of education, participation of parents and community linkage of knowledge and action, need effective solutions. Creation of a learning society, Life long learning creation of a non-violent society, character building, and independence of education from outside control need also solutions in the past effort have been made to solve these problems. In the word's of Gandhi Ji "Real Education has to draw out the best from the boys and girls to be educated. This can never be done by packing ill-assorted and unwanted information into the heads of the students. It becomes a dead weight crushing all originality in them and turning them into mere automata" (Mahatma Gandhi -Harijan 1 December, 1933). The real education of Mahatma Gandhi envisaged 3 H - **Hand, Heart and Head**

Education for Living

The present day educational system in our country, provides experiences to learners for their cognitive development only through teaching scholastic subjects. It prepares them for the

world of work in general and not for effective living, Learners after schooling do not feel confident in their day to day life. The knowledge provided by the formal school system does not help them neither to earn their livelihood.

Our educational system has not been designed to provide experiences to develop life coping skills and attitudes to overcome the various pressures of life emanating from different situations say family to face the neighbourhood, community etc. As a consequence, many of the learners do not find themselves day to day life problem. Education system has not made learners to face such situations while getting academic education. The feeling of stress arises in the mind of an individual when he/she is not able to earn his livelyhood . Stress is an invisible disease. The increasing level of stress in our society is a matter of serious concern. Some situations in life cause intense stress and depression too. For instance every year after the Board Examination results, there is a spate of suicides by learners whose results do not match their expectations expectation in academic subjects. It is unfortunate that low performance in academic subjects, which should be treated as a minor speed breaker, leads to a dead end leaving learners totally dejected. Achievement in academics is only a small percentage in the life of an individual.

Why is this happening in our society? Perhaps it is happening because our educational system does not develop life coping skills and attitudes which one needs. Alternative strategies to impart schooling provide ample opportunities for the development of life coping skills.

Education for Life

The purpose of education is to prepare the learner to lead peaceful and happy life For this, it is essential to develop among learners certain desirable life coping skills and attitudes to withstand different pressures of life. The attitude to think positively needs to be developed amongst learners, suitable experiences need to be provided to develop such an attitude. It has been observed that those who have a bleak attitude towards life suffer from depression. Therefore learners need to be provided suitable experiences Yog, Asana, Pranayam, Meditation and knowledge to acquire the skill of countering the effects of stress.

Life coping skills help in 'living in the present'. Most of us often do not live in the present moment. We do not work whole heartedly for it. We vacillate between the past and the future. One should not think over the past much of which is dead. What was to happen, has already happened. One needs to realise that those unwanted happenings were beyond his/her control. One should not think of the future too much, which is yet to come. To be at peace one has to learn to live in the present moment, the motto being 'work is worship. When one does work with his/her hand one learns many skills.

Education for life en-visages values. Values refer to anything that fulfils or has the capacity of fulfilling the needs of man, physical, psychological or spiritual. Values always refer to human needs. These list of human values ranges from five to one hundred ten and even more efforts have also been made to group these at primary, upper primary and secondary level of schooling (NIOS literature).

Value education literature advocate three methods of imparting value education - Indirect method, Incidental method and Direct method. Alternative modes of schooling appear more suitable for indirect and incidental methods. It is also said that values are not taught but caught. As such it is difficult to assess the value. The NIOS has made efforts to short list the

values list to 14 and have put indicators help assessing the values. Values are abstract, the values and their indicators are given below :-

Cleanliness : Personal hygiene, contributing to the cleanliness of home, neighbourhood, school premises, the community in general.

Respect for elders & Love for young ones : Being obedient, spirit for service, being humble & helpful as well as showing love and affection for the young ones.

Co-operation : Cooperation with members of the family, neighbours, fellow learners, disabled, elders.

Discipline : Being punctual, exercising self control, having a sense of duty.

Patriotism : One with the nation in time of need, always upholding the dignity of the nation, having respect for the national flag, national anthem, national emblem.

Tolerance : Listening patiently to the views of other and understanding the same.

Courage : Self confidence, eager to do work, hardworking, fearless

Dedication : Faith, dedication to work, loyalty to duty.

Gratitude : Gratefulness to anyone who gives something, gratefulness to God.

Self-reliance : Capable of doing one's own work independently, seeking less support from others.

Sense of Responsibility : Doing one's duty

Orderliness : Keeping one's own things and things around in order.

Self-respect : Respecting and upholding the dignity of self, family, village, state & others.

Service : Serving the poor, elderly, handicapped, disadvantaged & others.

Simplicity : Simplicity in style of living, behaviour and thinking.

The Present Scenario

Right from the inception of planning the crucial role of education in economic and social development has been recognized and emphasised. Efforts to increase people's participation in education and to diversify educational programmes in order to promote knowledge and skills required for nation building have characterised successive Five Year Plans. Despite a series of problems that the country faced soon after independence, it has been possible to create a vast educational infrastructure in terms of large enrolments and teaching force and massive capabilities for management, research and development. The country has made about 70 crore people literate. About 30 crore (which was more or less the number at the time of independence) are left to be made literate and country will, hopefully, achieve this target during Tenth Five Year Plan.

Enormous Achievements

Out country has been exploring various mechanisms and alternative strategies to fulfill the constitutional commitment of Universalisation of Elementary Education (**UEE**) to cover all children up to the age of fourteen years and providing Basic Education and Continuing Education to all above fourteen years of age. Several measures and programmes such as Operation Blackborad (**OB**), Bihar Education Project (**BEP**), Uttar Pradesh Basic Education Programme (**UPBEP**), Shiksha Ghar Programme of Uttar Pradesh, Lok Jumbish (**LJ**), an Swarn Jayanti Rajiv Primary School Programme of Rajasthan, Rajiv Gandhi Prathmic Siksha Mission and Education Guarantee Scheme (**EGS**) of Madhya Pradesh, Andhra Pradesh Primary Education Programme (**APPEP**), Shikshak Samakhya, District Primary Education Programme (**DPEP**), Centrally – sponsored Non-Formal Education (**NFE**) and Promotion of Literacy, Post-Literacy and Continuing Education, time-bound are area-specific campaigns

through voluntary efforts and Continuing Education, time-bound and area-specific campaigns through voluntary efforts and community participation launched by the National Literacy Mission (**NLM**) have helped in changing the Basic Education scenario in the country.

Not only these measures, the measures like the Mid-day Meal programme, provision of free textbooks of all SCs/STs children and girls at primary and upper primary schools have made a difference in attendance and retention. These efforts have raised the level of literacy and educational scenario of the country.

Though these measures and the strategies of educational development during the past decades of planning have taken into account factors like - the national goal of providing primary education as a universal basic service, the Supreme Court Judgement declaring education to be a fundamental right for children between 6-14 years of age, (now education a fundamental right), the need to operationalise programmes through Panchayati Raj Institutions (PRIs) and Urban Local Bodies (ULBs), the legal embargo on child-labour, the provisions of the Persons with Disabilities Act, 1995, and heightened awareness of human rights violations in respect of women. children and persons from disadvantaged sections of society, providing primary school/alternative schooling facility within one km. of every habitation, one teacher for every 40 children group from primary and upper primary yet a large number of out-of-school children (never attended school, enrolled but do not attending, enrolled left school without completing VIIIth class etc.), who figure neither in schools enrolments nor in the calculations of identifiable child-labour, are to be provided access to schooling. Out of "19 crore children in age group 6-14 years, 15.50 crore are enrolled". Upto 8^{th} level nearly 50% students droped out. Thus about 12 crore are out of school. "The attendance in the primary level is only 66% of enrolment". For these children there can not be one single strategy of formal schooling. There is a need to search for alternative strategies for providing schooling to these childrens.

Interventions Needed

The present day formal schooling system for different stages of education needs recasting. It should shed certain dead wood not catering to present day needs and aspirations of people. It should include development of desirable life coping skills and attitudes amongst learners. The content and methods of education have to undergo a change. To deal the issues such as : **Out of school children, Unserved Habitations with Upper Primary Schools/Sections, Non-Availability of teachers, Lack of physical Infrastructure, Low level of Achievement**. quality (education) The Director NCERT, has recently given ruling in Favour of Quality Education (J.S. Rajput, equity in education ruling in favour of quality Times of India, October 02, 2002), **Regional Disparities, Alternative mode of schooling may solve some of these issues and help Easy accessibility of educational infrastructure, Taking education to the doorstep of the learners, Providing flexibility regarding time to learning, academic session and curriculum, Preparing tailored made education packages to suite the learners, Linking education with life skills.**

Suitable Medium of Instructions

The right type of education can be given only in mother tongue. It cannot be given in a foreign language. In our system there is much emphasis on English as a medium of instruction. The medium of instructions in ancient period and medieval period was mother tongue.

Education in Ancient India

Indeed, ancient India had a systematic approach to the schooling It dwelt heavily on schooling system such as Ashram, Schools, Gurugriha (House of the teacher), Gurukuls etc. 'Ashram' schools, Gurukuls, Gurugriha, which operated generally in a totally natural environment and where there was a scientific way of living, These schools provided scientific understanding of the total environment, and practical knowledge. Practices in schools helped students evolve a scientific attitude towards life, a way of life. This required a disciplined approach to events and, therefore, it was made an essential constituent of education at all levels. The four-fold division of man's life into 'Ashrams' devoted to the realization of man's fundamental purposes in life, as per his developmental age and needs. It was, therefore, the strongest link in the life-long education that the ancient education really sought for.

In ancient India, education was given in accordance with the learning capacities and aptitudes of pupils. The duration of the studies was determined by the periods required for their completion, as per one's aptitude and capacity. This led to the provision of specialization in education according to one's interest and abilities and certainly an early initiation into it even as part of one's elementary education.

Elementary education comprised literary, philosophical as well as practical subjects, which included vocational as well as academic preparation of the child according to the role he chose to play in his life. "Elementary and general education as pointed out by Mookerji comprised the study of five subjects or vidyas viz. (1) Sabadvidya grammar (2) Silpasthanavidya "arts" (3) Chikitsa Vidya "Medicine" (4) Hetuvidya "Logic" and (5) Adhyatmavidya "Science of the Universal Soul"-Philosophy (Mookerji, Ancient Indian Education, p. 538). A child was supposed to study the science of medicine as well as the basic scientific principles and practices included in arts, crafts or vocation. The existing scientific information, useful in life activities was transmitted verbally as well as through practice-apprenteship method. This was indeed the most important aspect of ancient education at elementary level in the area of science. The completion of the study of the 'five vidyas' completed the course of elementary and general education and then followed 'bifurcation of studied or specialization" (ibid, p. 539).

Education in Medieval India

With the coming of Mulsims in India, the pattern of education which culminated in Arab countries also passed on to India. As a result Maktab and Madarsa came into existence. The concept of karkhana helped learners in learning life coping skills.

Education in British India

The existing elementary education system has developed not from the indigenous elementary schools – Pathshalas (Hindu School of Learning) and Makhtabs (Muslim School of Learning), but was developed over a period of time by Britishers to control the masses in 'a graded society', 'focussing' on the higher classes - a connection between the British Government and the masses which resulted the neglect of elementary education for the great majority of masses.

The Britishers put, in efforts in spreading elementary education in English only.   Teh Macaulay minute (February 2, 1835) Macaulay's letter to his parents (October 12, 1835), high lights the aim of education.   Emphasis remained on English medium. Lord Harding (1844) gave preference to English school graduates for Government services. Though Woods's Despatch (1854) laid emphasis on Primary Education for All, yet-people educated on Western lines received preference.   Inspite of transferring education to provincial governments (1871), Hunter Commission (1882) recommendation to strengthen primary education, Lord Curzons (1904) reforms, Gokhale's resolution (1910) for making **elementary education free and compulsory**, Government Resolution (1913) for the widest possible extension of primary education on voluntary basis", acceptance of the goal of compulsory education (Government of India Act 1919), drawing attention towards stagnation and wastage and blaming the local bodies for inefficiency in administration and proposing checks over them (Hartog Committee 1928-29), not much happened in our elementary education system upto early thirtees. In late twenties and early thirties, there had been a slum in the economic field, which resulted into a good deal of unemployment and created a need for vocational education along with the existing general education. An important document for vocational education-the Abbot and Wood (1937), suggesting the curriculum of rural middle schools to be related to the environment of the educants, stressed on creative manual work-making it a subject in every school.

To meet the needs of the society, Mahatma Gandhi thought to impart education in mother tongue through **a craft** to give an insurance against unemployment, good health to children, meeting remuneration of teacher. In his basic education system he did not emphasize the learning from text-books. The true text book for Gandhi was the teacher. The teacher was a friend, philosopher and guide. The Basic Education system as a vital and urgent need of an individual, was accepted in our country. With the dawn of independence, India resolved to provide free and compulsory education to all up to the age of 14 years by 1960. But for one reason or the other Gandhi's basic education system could not continue.

Today one can see the emergence of English public School almost everywhere at some places English is being taught from class one onward in ordinary schools, what to talk of public schools.

As education is not rooted in the traditions of the people, the educated persons tend to be alienated from their own culture. The growth of local, regional, lignuistic and State loyalties tend to make the people forget India.   The old values, which held society together, have been disappearing, and as there is no effective programme to replace them by a new sense of social responsibility, innumerable signs of social dis-organization are evident everywhere and are continually on the increase". (Report of the Committee of Members of Parliament on Education, 1967, National Policy on Education, Ministry of Education - Government of India).

Linking Education with Life-Skills :- Education , by and large, suffers basically form the gap between its content and the living experience of its learners. Education in its real sense should prepare learners to face the multifarious challenges that they are bound to face in the society. In order to do so, education needs to be intimately linked with different life-skills.

The "life skills" enable the individual to deal effectively with the demands, challenges and pressures of everyday life. Life skills have been variously defined as "Personal and social

skills required for young people to function confidently and competently with themselves, with other people and (with) the wider community", the skills necessary "to carry out effective interpersonal relationship and social role responsibilities, and to make choices and resolve conflicts without resorting to actions that will harm oneself or others", and "skills and behaviours which enable youth and adults to take greater responsibility for their lives by making healthy life choice, gaining greater resistance to negative pressure, and minimizing harmful behaviours.

Educators have tried to identify a core of cognitive and social skills that should be practised and reinforced in response to a range of problem areas. These are awareness, preventive health care, inadequate nutrition, avoiding conflict and resisting discrimination. Life skills International, based in Worthington, Ohio, puts forward "four R's" to follow reading, writing and arithmetic:

* Responsibility: making choice, keeping promises, and being accountable for myself, others and the natural and human resources around me.
* Respect for self and others: understanding myself, creating trust with others, and understanding and respecting individual differences and other cultures.
* Relationships: creating and sustaining positive friendships, surviving losses, peacefully reconciling conflicts, and disagreeing without devaluation.
* Reasoning: employing critical thinking, evaluating options and making healthy and positive decisions.

A World Health Organization (WHO) expert panel convened in May 1991 identified ten core life skills: decision making, problem solving, creative thinking, critical thinking, communication skills, interpersonal skills, coping with emotions, coping with stress, self-awareness, and empathy. Participants in the Life Skills Workshop held in Rajendrapur, Bangladesh, came up with a similar core list: Self-assessment, communication skills, assertiveness, coping with emotions/stress, critical thinking, conflict resolution and management, negotiating skills, problem solving, and decision making.

Analysis of the common components of different life skills, programmes in different countries reveals the following as the generally accepted core life skills:

* Self-awareness, self-assessment and self-esteem
* Communication (including the very important art of listening)
* Cooperation (the ability to work and play cooperatively, ensuring the effective engagement of all members of a group in the realization of a common goal)
* Critical thinking (the ability to critically evaluate information, opinions and behaviour) and creative thinking (the ability to make lateral moves outside of established frameworks of thought in order to generate fresh insight, perspectives and solutions)
* Decision making (the ability to make informed decisions in all spheres of life on the basis of sound information gathering, organizing and evaluating, and intuition)
* Problem solving (the ability to solve problems in all spheres of life through a combination of effective information management, creative thinking and intuition)
* Negotiation (the ability to make contracts, compromise and reach mutually satisfactory agreements or conclusions)

- Conflict management (the ability to employ conflict avoidance, resolution and mediation techniques, and to handle controversy and conflict in such a way as to maximize the creative force to conflict)
- Coping with emotions and coping with stress
- Assertiveness (the ability to own and to clearly and firmly yet respectfully express emotions, feelings, needs, preferences and fears)
- Values clarification (the ability to identify and clarify one's values and belief system and to modify personal values and beliefs to accommodate appropriate new perspectives, ideas and insights)
- Risk avoidance (the ability to avoid abuse and personal danger in their many manifestations)
- Information management (the ability to receive, organize, process, store, retrieve, utilize and express information)

Empowerment (the ability to voice one's hopes and aspirations and to engage in democratic process with the aim of achieving social betterment and desired change)

There are certain core life skills such as problem solving, critical thinking, communication, self awareness, coping with stress, decision making, creative thinking, interpersonal relationships and empathy which are of critical importance for a successful living.

The UNESCO sponsored project on Life skills in non-formal Education (2001) has identified the life skills which are given below: - Self Awareness, Empathy, Coping with Emotions, Coping with Stress, Decision – making, Problem solving, Creative thinking, Critical thinking, Effective Communication, Interpersonal relationship. Some of the main recommendations are :

- All young learners who are at risk whether they are out-of-school, out-of-homes, or in school (temporarily) or in shelters or out on the streets should have access to life skills-based education.
- Take up pilot projects with those NGOs who are already using learner-centred approaches and realize the need for teaching-learning materials.
- Success of life skills approach will depend on giving it a fully worked out curriculum, teaching learning materials, training programme and links with the formal system.
- The goal should be to prepare a kit, a curriculum to integrate life skills, a training package to promulgate learner-friendly methodology and life skills integrated teaching-learning materials, which are multi-sensory.
- Unless the new approach of life skills is spelled out with concrete teaching learning materials it remains incomprehensible to the volunteer worker or facilitator and even to the social worker in NGO set ups. They are familiar with the message content but not trained in teaching-learning transaction.

Alternative schooling may provide flexibility regarding the system of evaluation of achievement in academic and life skills. In alternative system of schooling achievement is constant while all other parameters are variable. All these call for an effective strategy to overcome the challenge in formal schooling which is **alternative schooling**.

Alternative Schooling – Nature & Role

The growth of alternative education dates back to the recommendations made by Kothari Commission which is :

Part –Time and Own-Time Education:- Part-time and own-time education should be developed on a large scale at every stage and in all sectors and given the same status as full-time education. These facilities will smoothen the transition from school to work, reduce the cost of education to the State, and provide opportunities to the large number of persons who desire to educate themselves further but cannot afford to do so on a full-time basis. In particular, greater emphasis has to be laid on the development of correspondence courses, not only for university students, but also for secondary school students, for teachers, for agricultureal, industrial and other workers; and facilities should be available, both to men and women, to study privately and appear to the various examinations conducted by the boards of education and the universities. (Report of the Committee of Members of Parliament on Education, 1967, National Policy on Education, Ministry of Education, Govt. of India).

Since then alternative strategies such as children in remote, school-less habitations, strategies for education of children who migrate support to Maktabs/Madrasas, Bridge courses, Back to school camps, very specific flexible strategies for certain group of children long during residential camps for elder children's, Remedial coaching for children, short duration summer camp schools, in school education have been experimented (Every child in school and every child learning – Diverse strategies for universalzing access to schooling (in DPEP states)– Department of Education, MHRD – 1999).

Alternative schooling is a strategy to ensure participation of all 'out of school' children including children living in small, unserved habitations and other categories of children like working children, migrating children, street children, adolescent girls etc who are out of school. It is an opportunity to develop and experiment with innovative pedagogical practices.

To maintain the quality of any educational programme certain basic essentials are minimum infrastructure, equipment, reasonable honorarium of the Education Volunteers, proper investment in their professional preparation and regular academic support, strong learner support. There are to be ensured to maintain the quality of education. It provides education at convenient timings, all type of learners in alternative schooling.

It is a possible to provide alternative schooling with in 1 km. of the habitations. Alternative schooling should not be taken as substitute for a dysfunctional school. It can be an alternative mode of formal schooling complementary and supplementary to formal schooling.

The ninth five year plan put the education of drop outs working children, girls, migrating population under alternative education. It suggested to provide a schooling to these children through institutional arrangements. Schemes such as Education Guarantee Scheme, Open Basic Education may fall under alternative schooling. EGS &AIE and other similar schemes are the part of Sarva Shiksha Abhiyan. Open Basic Education Programme of National Institute of Open Schooling (OBE- NIOS) has been discuss briefly.

Open Basic Education Programme of National Institute of Open Schooling (OBE-NIOS)

In the constant search for alternative viable strategies for **reaching the unreached,** the **Open Schooling** has emerged as an inevitable necessity. This system of schooling can take care of drop-outs, ensuring that their learning levels of reasonable standards. Teaching is in accordance with their needs and limitations posed by the social structures.

Open Schooling programmes have generated new hope before the learners and out-of-school children with greater flexibility in terms of learning without the barriers of age-limit, admission rigidities, more options in the choice of subjects, freedom to appear in examination at different interval of time as per one's convenience and above all, the credit accumulation facilities. The areas where it is difficult to provide formal schools and where the target group comprises the children who need to study in their own time and at their own pace, the Open Schooling System is the answer. The Open Schooling mode provides opportunities to learners who wish to learn or pursue their vocations and yet want to complete their academic career.

The OBE, as an alternative educational programme, equivalent to the existing formal education system, offers a mechanism to meet the urgency of providing Basic Education for all (EFA) for their academic, vocational, social and spiritual growth. The OBE programme of NIOS goes beyond the narrow confines of classroom with a vision of life-long learning thereby creation of a learning society. It is to provide a learning continuum based on a graded curriculum ensuring quality of education envisaging competencies prescribed at national level.

The OBE programme of NIOS explores and makes use of the potentialities of Distance Education Mode (DEM) in reaching the unreached. The OBE programme through DEM provides opportunities for continuous and developmental education to learners of **all ages below and above 14 years age** group particularly to children who are out of school, drop-outs and non-starters and the adult population who are either illiterate or have developed basic literacy skills through the Total Literacy Campaigns (TLCs), Post Literacy Programme (PLPs) of the National Literacy Mission (NLM).

Objectives of the OBE Programme

The major objectives of OBE programme are:

* Take education to the doorsteps of learners through Open Learning and Distance Education Modes.
* Provide educational opportunities to school drop-outs, out-of-school children up to 14 years and adults above 14 years.
* Provide life skill.
* Create a learning society by providing opportunities for life-long continuing educational pursuits.
* Remove disparities in educational opportunities by providing educational programme to girls, women and other educationally deprived sections of the society.
* Evolve educational designs that combine academic/work experience/ pre-vocational/ vocational talents and virtues/qualities (life enrichment components).

Pre-Vocational and Vocational courses in addition to Academic courses.

In Open Basic Education, NIOS is giving additional input in the form of Work Experience or pre – vocational programmes for children below 14 years and Vocational Educational including elements of entrepren-eurship for those who are above 14 years.

OBE Courses at A, B and C Levels

The courses offered at level A, B and C Levels are:

Level	Courses Offered
A	• Language, Mathematics, Environmental Studies (Integrated Courses), Art of Healthy and Productive Living. • Workexperience/Pre-vocational/Vocational • Talents and virtues/qualities
B	• Language, Mathematics, Environmental Studies, Art of Healthy and Productive Living and Pre-Vocational Courses. • Workexperience/Pre-vocational/Vocational • Talents and virtues/qualities
C	• Languages, Mathematics Science & Technology, Social Sciences, Work Education, Art Education, Health and Physical Education. • Workexperience/Pre-vocational/Vocational • Talents and virtues/qualities

The courses combining academic components, workexperience/pre-vocational/vocational (life enrichment, life skills) and value based aspects of life - talent and virtues/qualities provide a learning continue through graded curricular content. Integrated thematic approach to development of curricular material and teaching processes keeping in view pedagogical aspects is followed in the development of curriculum.

At a glance it may appear heavy curriculum. But when work oriented vocation based approach is followed it became a meaningful curriculum.

Good Parenting has been given prime importance for adult learners and has been made as an integral part of each subject area. Lessons on Good Parenting in the areas of nutrition, health and good habits have been written. In addition to Good Parenting, Human Values and inter - personal relationships have been given prominence as important themes relevant to Life Enrichment of adult neo-literates.

Skilled development does not take place in vacuum imparting instruction to learn skills based a vocation inculcate many other skills for example when one learns tailoring and embroidery the skills developed are :-

(i) **Personal Skills** – Perfection in stitching, Punctuality, Sincerity, Time Management, Learning New Models and Designs, Pleasing Personality, Good Relationship, Hard Working, Involvement. (ii) **Work Skills** – Perfection in stitching,

Developing variety of Designs, thorough Knowledge. (iii) **Creative Skills** – Updating of knowledge and skills. (iv) **Mechanical Skills** – Repairing and Maintenance. (v) **Communication Skills** – Multilingual Skills, Approachability. (vi) **Selection Skills** – Colour Matching, Thread Selection, Needle Selection. (vii) **Courses Required** - Computer Pattern Making, Tailoring and Embroidery, Garment Quality Control, Garment Export Management. (Ref. Mismatch Establish and Developing Community Colleges in India, Dr. Xavier Alphonse, S.J., Mcrdce Publication Chennai 2002).

Multi Mechanic (i) **Personal Skills**– Responsibility and Hard work Industrious, Practice, Ethics, Punctuality and Sincerity, Problem Solving, Presence of mind and good perception Loyalty. (ii) **Social Skills** – Listening Skills, Acceptability, Solving Interpersonal Problems, Quality of network. (iii) **Communication Skills** – Multilingual, Good expression, Understanding. (iv) **Work Skills** – Electrical, Electronics, Carpentry, Mechanical, Plumbing. (v) **Creative Skills** – Innovative, Risk Taking, Imaginative, Updating of Skills. (vi) **Leadership** – Resourcefulness, Approachability, Decision Making, Service Minded, Organisation Skills. (vii) **Masonry** – Patch up work in house hold, fixing slab, Usage of Tools – Mixing proportion of Cement and Sand and Water – Leveling – While Washing – Painting – Flooring- Fixing Tiles. (viii) **Mechanic** – Identification of Tools and there usage in homes and flats, Eg. Hammer, Screw Driver, Jumper, Fill-Drilling Machine, Cutting Player. (ix) **Plumbing** – Basic plumbing ideas and handing of instrument. Repairing and fixing new apparatus in the flats. Knowledge of pipes – Quality Diameter, Thickness, Threading. (x) **Carpentry** – Fixing Home Furniture, Windows, and Maintenance. Identifying Different type of wood designing, carving, USage of Tools, Knowledge of Paints, Varnish, Polishing. (xi) **Electrical** – Wiring Circuits, Basic Electrical Tools and Their wages, Basic Electrical Theory, AC DC Current, Basic Study of meters – General Precautions, Eg. Refrigeration and T.V. (Ref. Mismatch Establish and Developing Community Colleges in India, Dr. Xavier Alphonse, S.J., Mcrdce Publication Chennai 2002).

Some distinct features of the OBE curriculum

* Contextuality with regard to learner's environmental situations, social dimensions of life, specific learning needs at a particular point of time and close linkage with previous learning points.
* Flexibility with regard to learner's freedom in the choice of subject in different combinations among the courses offered.
* Openness in terms of local specificity and inclusion of new activities as per emerging needs at the local level.
* Value orientation.
* Convergence of face-to-face learning with distance education mode in a moderate form.
* Opportunity to learners to avail benefit of academic as well as pre-vocational programmes.
* Productivity oriented.
* Forward looking approach based so as to develop positive outlook among the learners.
* Activity based and non-conventional approach oriented.
* Target and area-specific
* Opportunity for continuance of learning through graded curriculum content.
* Thematic and level specific.
* Parity with formal school learning.

- Coverage of core components.
- Life skill education based.
- Media oriented.
- Cultural context oriented.
- Learner's experience and resource based.

Implementation of Open Basic Education Programme

The Open Basic Education (OBE) programme is being implemented jointly by NOS and the Accredited Agencies by NOS for this purpose. In recent times the OBE programme has been strengthened by extending its partnership with about 190 renowned voluntary organisations concerned with education and welfare of children belonging to underprivileged section of society. The accredited agencies implement the OBE programme with their own resources. They admit, enroll learners and arrange teaching learning process. The NOS sends exemplar material of OBE. The Accredited Agency may adopt/adapt-or use it as reference material for developing their own material. They may use the material prescribed by the state. The NOS, on receiving of proposal from Accredited Agency and after assessment of the need, may provide financial assistance to Accredited Agencies for purpose such as adaptation of NOS materials, development of local specific materials and capacity building of functionaries.

The main focus of OBE programme is enabling the individual learner to build on his/her innate capacities and acquire skills to face challenges of life today and in future days and make informed decisions.

Process of Transaction

The Open Learning Delivery Mode of National Open School (NOS) combines traditional face-to-face transactional process with distance mode of learning using teleconferencing programmes. Print, non-print, self-learning, audio-video materials provide enrichment to the learning process. The learning set up is quite distinct from either formal school or Non-formal/alternative schooling situation. Here learner is at the centre of learning process. S/he studies and processes information from self-instructional materials and other open sources obtainable in the environment. The role of the teachers is that of a facilitator who facilitates and provides guidance to the learner, whenever it is required. Teachers operate through a network of 'Study Centres' which provide opportunities for Personal Contact Programmes (PCPs) located in some local schools accredited by NOS. The learning centre (study centre) is utilised for close interaction between the learner and the teacher wherein learners seek clarification about the learning difficulties faced by them; discuss about various curricular areas with other learners, seek teacher's guidance, procure additional reference materials and get feed-back on teacher marked assignments completed by them independently from their place of stay. This mode is generally used at level C (equivalent to grades VI-VIII-Elementary Education Stage). To some extent at level B as well this kind of teaching-learning process is observable.

Largely two types of delivery modes are obtainable in study centres that offer OBE programmes at level A and B. Firstly in majority of the cases, the accredited organisations provide face-to-face programmes daily for about 2 to 3 hours along with some combination of open and distance learning process. Besides the activity based print and non-print materials, children are exposed to a variety of open learning situations in the form of solving a given problem, study of situational visuals, giving answer to questions raised on the visual,

collecting information from various sources, processing of information, critically listening to audio cassettes, self-study of comic books, interacting with people in and around neighbourhood, watching and listening to specially developed television/radio programmes for children and seeking answers to questions from different sources.

In the second type of learning situation that mostly serve the children in different circumstances (e.g. child labour, children from migrant families, street children etc.) face-to-face teaching learning takes place once or twice a week on a scheduled time at a mutually convenient place. These are known as Holiday Schools, Week End Schools, Extension Centres, Drop-in centres, Foster Homes etc. These are like Personal Contact Programmes where children are oriented with various themes, problems, play-way and cultural activities. They are given some flexible type of learning materials in the form of 'work-sheets' which they work upon from their own place of work and stay. Folk and non-conventional methods are extensively used. They also get opportunities to learn from radio, television and film shows. Cultural activities provide them good opportunities to express their feeling, ideas and perceptions about things observed and studied closely. In case of children from migrant families some designated voluntary organisations take initiative in coordinating learning activities organised at various places.

Evaluation of Learners Achievements in all aspects of Personality

Continuous and comprehensive evaluation has been visualized under OBE programme. The main focus is on the learner friendly flexible process of pupil evaluation. This includes self-evaluation by the learner. In-text questions and self-checked exercise in-built in the self-instructional material are provided to facilitate the process of self-evaluation by the learners. The evaluation through the assignment given by the teacher/instructors are expected to help developing self-confidence among the learners. Evaluation of co-scholastic aspects, self-evaluation, peer–group evaluation, teacher/instructor's evaluation, constitute the important ingredients of the formative and summative evaluation system. Children are free to sit for examination on dates suitable for them as per their demand.

The NOS provides Broad Learning Outcomes, as prescribed by NCERT the Competencies and Text free sample questions at different stages of primary and upper primary level A (Class III), level B (Class V) and level C (Class VIII). The blue print of examination papers with suggestive marking schemes is also provided by the NOS. Accredited Agencies prepare their own question papers for each examination, conduct examination at A,B and C levels and evaluate the scripts with their own finances. The NOS sends unfilled Joint Certificate specially designed for A, B, and C level to the Accredited Agencies. The accredited agency sends the duly filled up Joint Certificate of successful learners for endorsement by NOS. The Joint Certificates for A, B and C level are appended.

SECTION 3

ANNEXURES

ANNEXURE-I

National Consultative Meet on Education for Life in the Context of
Sarva Shiksha Abhiyan

Programme Schedule

Dates:	**November 27 – 29, 2002**
Venue:	**Room No. 202, Chacha Nehru Bhawan**
	CIET, NCERT, New Delhi
Time:	**9.30 a.m. – 5.00 p.m.**

Day I
November 27, 2002

Time	Session	Programme
9.30a.m-11.00a.m	Inaugural Session	**Welcome Address:** Prof. K.K. Vashishtha, Head, DEE, NCERT
		Inaugural Address: Prof. R.H Dave Former Director, International Institute of Education, UNESCO Hamburg, Germany
		Presidential Remarks: Prof. M.S Khaparde Joint Director , NCERT
		Vote of Thanks: Dr.Shabnam Sinha, Reader and Programme Co-ordinator, DEE, NCERT
		Rapporteurs: Dr. J.P. Mittal, NCERT Dr. Yogesh Kumar, NCERT
11.00a.m.-11.15a.m.	Tea	

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11.15a.m.-11.45a.m	Session-I	**Theme of the National Conference:**
		Dr. Shabnam Sinha

Chairman: Prof R.H. Dave
Rapporteur: Mrs. Sandhya Sangai

11.45a.m-1.15 p.m.	Session-II	**Macro Group Discussion**

01.15p.m.-02.15p.m.	Lunch	

02.15p.m.-03.15p.m	Session III	**Panel Discussion:**
		Education For Life and Alternative Education
		Panelists:

Prof. N.K Ambastha
Prof. Nirja Shukla
Shri Dwarko Sunderani

Chairperson: Dr. Ila Naik, IASE, Gujarat

Vidyapeeth
Rapporteurs :   Dr. Usha Dutta,NCERT
Dr. Kamlesh Rai,NCERT

03.15p.m.-03.30p.m.	Tea	

03.30p.m.-05.30p.m.	Session-IV	**Paper Presentation and Macro Group Discussion**
		Some Modules of Learner Centred Education

Prof. John Joseph
Former Director,
State Resource Centre
Tamil Nadu
Chairperson :   Prof. Ila Naik,
Director, IASE, Gujarat Vidyapeeth

Rapporteur :   Dr. Usha Dutta,NCERT
Dr. Kamlesh Rai,NCERT

	Session V	**Concentration and Visualisation Exercises in Learning at**
		Elementary Education Level

Sh. Vijay Prakash ,
School For Creative Learning, Patna

Chairman   :   Prof. John Joseph
Rapporteur   :   Dr. Saroj Pandey,NCERT

Day II
November 28, 2002

Time	Session	Programme
9.30a.m. - 11.00a.m.	Session VI	**Paper Presentation and Macro Group Discussion** **(1) Jeevan Vidya:Education For Life** Society for Integrated Development of the Himalayas (SIDH),Mussoorie. Rapporteurs: Dr. Usha Dutta,NCERT Dr. Pushpa Mandal,NCERT *(2) Communication For Life* Prof. S.S. Prasad Head, P.G. Department of English Patna University Chairman : Dr. John Joseph Rapporteurs: Dr. Usha Dutta Dr. Pushpa Mandal
11.00a.m.-11.15a.m.	Tea	
11.15a.m. - 1.00p.m.	Session VII	*Paper Presentation and Macro Group Discussion* **(1) Developing A Model For Primary Education For The Twenty- First Century** Prof. S. Rama Murthy Retd. Principal, IASE Osmania University, A.P. **(2)The Management of Education For Life in SSA** Prof. D.L. Sharma, Honorary Member Secretary Indian Institute of Education for Rural Transformation,Rajasthan **(3) Education For Life Skills:A Case Study Of Tribal Villages in Koraput** Prof. S.N. Ratha Chairman: Prof. R.P. Singh, Patna University Rapporteur: Ms. Sandhya Sangai,NCERT
1.00p.m. - 2.00p.m.	Lunch	
2.00p.m. - 3.00p.m.	Session VIII	**Macro Group Discussion on Papers Presented** Chairman: Prof. R.P. Singh
3.00p.m. - 3.15p.m.	Tea	

3.15p.m. - 5.15p.m.	Session IX	**Group formation and Commencement of Groupwork** Group I: **Concept and Approaches of 'Education for Life'** Mrs. Sandhya Sangai,NCERT (Rapporteur) *Group II:* **Education for Life: Implications for the Curriculum** Dr. G. C. Upadhyay,NCERT (Rapporteur) Group III: **Teacher Preparation for Education for Life** Dr. Saroj Pandey,NCERT (Rapporteur) Group IV:**Management of Education for Life in SSA** Dr. Kanan Sadhu,NCERT (Rapporteur)

Day III
November 29, 2002

Time	Session	Programme
9.30a.m. - 11.00a.m.		Group Work Continued
11.00a.m. - 11.15a.m.	Tea	
11.15a.m. - 1.00p.m.		Presentation of Group Work
1.00p.m. - 2.00p.m.	Lunch	
2.00p.m. - 3.00p.m.		Presentation of Group Work
3.00p.m. - 3.15p.m.	Tea	
3.15p.m. - 5.15p.m.		**Valedictory Session:**

- Presentation of Group Reports
- Valedictory Address:
  Prof. R.P. Dokalia
- Address by Sh. Praveen Kumar
  Director, DEEL, MHRD, Govt. of India
- Vote of Thanks:
  Prof. K.K. Vashishtha
  Head, DEE, NCERT.

ANNEXURE-II

List of Participants

1.	Prof. Ashok Ganguly Chairman, Central Board of Secondary Education Shiksha Kendra, 2, Community Centre Preet Vihar, Delhi – 110 092
2.	Prof. T.N. Dhar Ex - Joint Director, NCERT A – 60 Yojna Vihar, Delhi – 110 092
3.	Prof. O.S. Dewal E – 250, Mayur Vihar, Phase – II Delhi – 110 091
4.	Dr. H.L. Sharma Consultant, National Open School B-31 B, Kailash Colony New Delhi – 110048
5.	Prof. N.K. Ambashtha Chairman, National Open School B – 31 B, Kailash Colony New Delhi – 110 048
6.	Prof. R.P. Singh Retd. Prof. of Education (Patna University) 145, Lohia Nagar Housing Colony Kankarbagh, Patna – 800 020
7.	Prof. R.P. Singhal D –24, C.C. Colony Delhi 110 007
8.	Prof. Mohd. Miyan Deptt. of Educational Studies Jamia Millia Islamia (Central University) New Delhi - 110 025
9.	Dr. M.C. Sharma School of Education IGNOU, Maidan Garhi New Delhi – 110 068
10.	Prof. Shaileshwer Sati Prasad Professor of Linguistics and Head, P.G. Deptt. of English Patna University, 1, Maitri Shanti Bhawan B.M. Das Road, Patna – 800 004
11.	Shri Ram Murthy Retd. Principal IASE House No. 11 – 6 - 405 Nampally Hyderabad –1

12.	Shri Vijay Prakash, School for Creative Learning Bailey Road Behind J.D. Women's College Shastri Nagar, Patna – 800 023
13.	Ms. Chetna Kohli UNICEF House 73, Lodhi Estate New Delhi – 110 003
14.	Mr. Alan Penny European Commission F-10/12, Vasant Vihar New Delhi – 110057
15.	Shri Rampal Singh President All India Primary Teachers Federation 41, Institutional Area D Block, Janakpuri, New Delhi – 110 058
16.	Prof. John A. Joseph Director 16, Andavar Street Chennai
17.	Shri. Dwarko Sunderani Director, Samanvay Ashram Bodh Gaya, Bihar
18.	Mr. M.G. Marathe Director, SCERT 708, R.B. Kumthekar Marg Sadashiv Peth, Pune – 411 030 (Maharashtra)
19.	Dr. Ravinder Natham Director, SCERT Aliya School Campus Hyderabad – 500 001, Andhra Pradesh
20.	Mr. Sharadindu Director, SCERT Govt. of Uttar Pradesh JBTC Campus Nishatganj, Lucknow – 226 007
21.	Prof. S.N. Ratha Annapurna Cottage Baxi Street Jeypore – 764 001, Orissa
22.	Shri Pawan Gupta Director Society for Integrated Development of Himalayas (SIDH) SIDH, Post Box No. 19 Mussoorie – 248179
23.	Dr.(Ms.) Ila Naik Director, IASE Principal, Shikshan Mahavidyalya Gujarat Vidyapith Ahmedabad – 380 014

24.	Prof. D.L. Sharma Honorary Member Secretary Indian Institute of Education for Rural Transformation,Rajasthan 54/68, Mansarovar Jaipur – 302020
25.	Mrs. Anita Devraj Principal DAV School Bahadurgarh Tel: 951276342049,25281897(Res

NCERT Faculty who Participated

1.	Prof. Rajendra Dixit, Head, DESSH
2.	Prof. Neerja Shukla, Head, DEGSN
3.	Prof. C.S. Nagaraju, Head, DERPP
4.	Prof. R.L. Phutela, CIET
5.	Dr. J.P. Mittal, Reader, PPMED
6.	Dr. Yogesh Kumar, Reader, DTEE
7.	Dr. Saroj Pandey, Reader, DTEE
8	Dr. Kamlesh Rai, Reader, CIET
9.	Dr. Kanan Sadhu, Reader, DEGSN
10.	Dr. Usha Dutta, Reader, DEE
11.	Dr. G.C.Upadhyay Reader, DEE
12.	Dr. Pushpa Mandal, Lecturer, DEE
13.	Mrs. Sandhya Sangai Lecturer, DEE

Junior Project Fellows

14.	Ms. Surbala Sahoo
15.	Sh. Mukesh Kumar
16.	Sh. Deepak Narang

RAPPORTEURS OF THE CONFERENCE PROCEEDINGS

1. Dr. J.P. Mittal,
        Reader, PPMED
	6. Dr. Usha Dutta,
	        Reader, DEE

2. Dr. Saroj Pandey,
        Reader, DTEE
	7. Dr. G.C. Upadhyay,
	        Reader, DEE

3. Dr. Yogesh Kumar,
        Reader, DTEE
	8. Dr. Pushpa Mandal,
	        Lecturer, DEE

4. Dr. Kamlesh Rai,
        Reader, CIET
	9. Mrs. Sandhya Sangai,
	        Lecturer, DEE

5. Dr. Kanan Sadhu,
        Reader, DEGSN
	10. Dr. Shabnam Sinha,
	        Reader, DEE

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8. Dr. Pushpa Mandal,	Reader, DETE
Lecturer, DEE	Reader, CIET
9. Mrs. Sandhya Sinha,	
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10. Dr. Shashi Prabha,	
Reader, DEEE	